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ABSTRACT

This curriculum is based on what students need to know, to be able to do, and to be like in order to be competent in the work of the family. Each of the 12 units follows a uniform format that includes the following: perennial problem (one faced over and over by successive generations of families); practical problem (the organizing scheme for how content is to be selected); learner outcomes (types of learning students could be expected to accomplish; include content and process); supporting concepts (indicate the possible direction for students and teacher to take; major topics or concerns that could be included in the unit); resources used to develop the unit or additional or background information); background information; Kansas Quality Performance Accreditation Student Outcomes; teaching-learning interaction (strategies to use to help students through the practical problem-solving process and apply the process skills); debriefing (questions for students to assist them in summarizing content and process skills); and assessment. Transparency masters and handouts are provided. The 12 units cover the following topics: life management skills for work and family; multiple roles of individuals; work and family issues in the family; work and family issues in the workplace; family and work conflicts; solving family and workplace problems; communication in the home and workplace; household management; child care responsibilities; time management; financial management; and stress management. (YLB)

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BALANCING

Work and Family
• Kansas Vocational Education •

Work & Family

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Kansas State Board of Education
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Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

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Balancing Work and Family
Table of Contents

Introduction to the Curriculum

A Life Management Skills for Work and Family

Practical Problem: What should be done about achieving personal and career goals?

Supporting Concepts:
- Management Skills
- Achieving Personal Goals
- Enhancing Self-Esteem

B Multiple Roles of Individuals

Practical Problem: What should be done about recognizing the multiple roles and responsibilities of individuals and family members?

Supporting Concepts:
- Roles Throughout the Life Cycle
- Gender Roles

C Work and Family Issues in the Family

Practical Problem: What should be done about recognizing and analyzing changes in the family and the impact on work and family decisions?

Supporting Concepts:
- Family Images and Reality
- Family Structures
- Family Strengths
- Family Issues

D Work and Family Issues in the Workplace

Practical Problem: What should be done to help students recognize the impact of career decisions on the individual and the family?

Supporting Concepts:
- Why do people work?
- The Ever-Changing Workplace
- Career Development Strategies
- Employer Supports and Benefits

E Family and Work Conflicts

Practical Problem: What should be done about the interactions of work and family and the resulting conflicts and challenges?

Supporting Concepts:
- Role Conflicts
- Types of Work
- Who does the work?
- Work and Family Interrelationships
- Strategies for Resolving Role Conflicts

F Solving Family and Workplace Problems

Practical Problem: What should be done about individual, family, and workplace problem solving and conflict management?

Supporting Concepts:
- Practical Problem Solving
- Managing and Resolving Conflict

G **Communication in the Home and Workplace**

Practical Problem: What should be done about communicating effectively in the family and in the workplace?

Supporting Concepts:

Importance of Effective Communication
The Communication Cycle
Active Listening
Questioning Skills
Assertiveness Skills

H **Household Management**

Practical Problem: What should be done to enable individuals and families to manage the household efficiently and effectively?

Supporting Concepts:

Selecting Family Housing
Household Responsibilities
Strategies for Household Management

I **Child Care Responsibilities**

Practical Problem: What should be done about parenting and child care issues in families?

Supporting Concepts:

Child Care -- An Issue of Major Importance
Child Care Choices
The Stay-At-Home Parent

J **Time Management**

Practical Problem: What should be done to help students understand the importance of time management in family and work decisions?

Supporting Concepts:

Perceptions of Time
Analyzing Time Expenditures
Time Management Skills

K **Financial Management**

Practical Problem: What should be done to enable individuals and families to manage financially?

Supporting Concepts:

Individual and Family Financial Decisions
Traditional and Nontraditional Jobs
Education and Training
Earnings Gaps
Costs and Benefits of a Second Earner

L **Stress Management**

Practical Problem: What should be done to manage stress in the family and in the workplace/school?

Supporting Concepts:

Factors Contributing to Stress
Identifying My Own Stressors
Managing Stress

Curriculum Introduction and Overview

Introduction

Based on the home economics philosophy and mission statement, the vocational home economics programs in Kansas directly address the changing needs of individuals, families and society. Through home economics education, students are prepared for the complex lifelong roles of family member, parent, worker, citizen, and leader. The reciprocal role of the family and the workplace is essential to the development of the individual and society.

It is because of this philosophy and mission that the Balancing Work and Family curriculum is based on what students need to know, to be able to do, and to be like in order to be competent in the work of the family (household work, income producing work, child care responsibilities, etc.).

The curriculum engages students in practical problem solving strategies and skills that reflect the need to solve the practical, perennial problems that families face as a part of the work of the family. An integral part of the curriculum is reasoning through the problems by identifying what is important personally and what is important to the family, obtaining adequate information for problem solving, and critically evaluating alternative solutions and their consequences for self and others. Once a student has reasoned through and decided on a course of action, the emphasis is on developing the process skills necessary to take that action, leading to the significant outcome of responsible behavior in interpersonal, family, school, community, and work settings. Thus, the curriculum also engages the students in the process skills of cooperating, decision making, problem solving, leadership, creativity, critical thinking, goal setting, and management.

Curriculum Format

Each unit in the curriculum follows a uniform format that includes the following:

Perennial Problem

A perennial problem is one faced over and over by successive generations of families. Perennial problems include continuing questions or concerns about how to improve the quality of life for families. The perennial problem is written in general, broad terms.
Example: What should be done about work and family decisions?

Practical Problems

A practical problem identifies an action that can help address the perennial problem. Practical problems are the organizing scheme for how content (subject matter and process) is to be selected. The practical problem is more specific and focused than the perennial problem.
Example: What should be done to help students recognize the impact of career decisions on the individual and family?

Learner Outcomes

Learner outcomes are the types of learning students could be expected to accomplish. The outcomes include both subject knowledge/content and process.
Example: The learner will recognize the importance of a skilled and productive labor force, as well as, the importance of skilled and caring parents providing adequate care to the children who are the work force and parents of the future.

Supporting Concepts

Supporting concepts indicate the possible direction for students and teacher to take in this unit of study. The supporting concepts are the major topics or concerns that could be included in this unit.
Example: Work and Family Issues in the Workplace
- Why people work
- Changes in the workplace
- Career development strategies
- Employer supports and benefits

Resources

Resources are the listing of the materials and references used to develop the unit and/or the materials and references teachers and students can use for additional or background information.

Example: Occupational Outlook Quarterly, U.S. Department of Labor Bureau of Labor Statistics, Fall, 1993.

Background Information

The background information is the essential information that contributes to the understanding of the practical problem and the supporting concepts.

Kansas Quality Performance Accreditation Student Outcomes

The Quality Performance Accreditation check list provides an overview of the student outcomes addressed in each section of the unit.

Teaching-Learning Interaction

The teaching-learning interactions suggests strategies to use in order to help the students through the practical problem solving process, and to apply the process skills.

Debriefing

Debriefing strategies are questions for students to assist them in summarizing the knowledge/content and the process skills used in the lesson.

Example: Content debriefing: What impact do these workplace trends and issues have on the balancing of work, family, and school?
Process debriefing: What did you learn about your ability and willingness to work cooperatively with others when solving workplace and family interaction problems?

Assessment

Assessment is the systematic gathering and synthesizing of information about a person's knowledge and skills. It is usually based on various sources of evidence. Authentic assessments indicate if the student can use the knowledge -- actually apply it when faced with simulated or real-life tasks.

Explanation of Coding

A specific coding system was used in the Balancing Work and Family curriculum, particularly in the "Teaching-Learning Interactions" sections and on the top, outer corners of each page. An explanation of the coding system follows.

All **teaching-learning interactions** are coded on the left-hand side of the page for the following:

Basic Skills Integration

LC -- Language and Communication
SS -- Social Studies
M -- Math
ST -- Science and Technology

Balancing Work and Family Competencies

BWF (letter(s) indicating which competencies are addressed in that teaching-learning interaction)

Note: The Balancing Work and Family Competencies Profile follows this page in the introduction section of the curriculum.

Workplace Basic Skills Competencies

WPBS (number(s) indicating which competencies are addressed in that teaching-learning interaction)

The Workplace Basic Skills and corresponding numbers are as follows:

1. Time Management
2. Materials Management
3. Money Management
4. Human Resource Management
5. Facility Management
6. Teamwork Skills

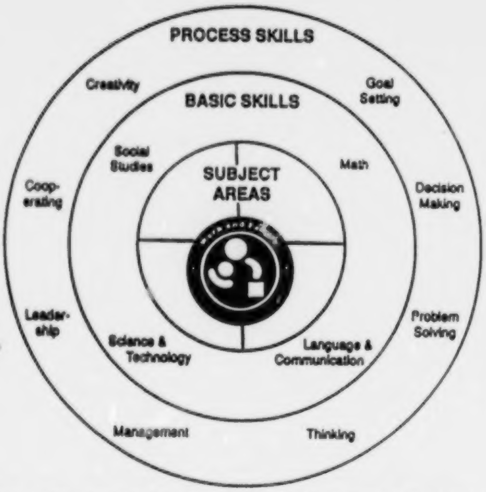
7. Computer Literacy
8. Decision Making/Problem Solving
9. Listening Skills
10. Speaking Skills
11. Interpersonal Skills
12. Learning to Learn
13. Work Ethics
14. Creative Thinking Skills
15. Self-Management Skills

FHA/HERO
This notation indicates the integration of FHA/HERO.

In all of the **teaching-learning interactions**, all handouts, transparencies, or materials needed for the activity are listed at the beginning of the interaction. The title of the handout, etc. is written in darker type. Also, if there are no handouts or transparencies used in the interaction, the main idea of the activity is written in darker type. The darker type allows the teacher to "pick up" the main idea of the interaction without having to read the entire explanation. The location/page number of the handout, etc. follows the title -- it is in parentheses.

On the **top, outer corner of each page**, the unit title is written in full or abbreviated form, depending on the length of the title. On the same line as the unit title, the unit letter and page number are given. On the line below the unit title, the corresponding teaching-learning interaction (TLI) is referenced, as well as an indication of whether the page is a handout, transparency, assessment, or game sheet.

Balancing Work and Family Curriculum Targets



PROCESS SKILLS are the fundamental activities or strategies which enable one to reach desired outcomes.

- **Cooperating** -- Working together toward a common end.
- **Decision Making** -- Selecting from alternatives after gathering information and weighing alternatives and consequences.
- **Problem Solving** -- Analyzing and resolving both everyday and complex situations.
- **Leadership** -- The capacity to facilitate group interaction in order to solve problems and gain commitment to common goals.
- **Creativity** -- The ability to use resources in order to produce or invent new things and ideas.
- **Critical Thinking** -- Reflectively and critically deciding what to believe or what to do.
- **Goal Setting** -- The activity of combining needs, wants, and values to determine desired immediate and long-term achievements.
- **Management** -- Implementing and evaluating the use of resources (materials, time, and energy) to achieve goals.

BASIC SKILLS are those abilities that are essential in today's society. Home Economics Education significantly contributes to the mastery of basic skills as it facilitates the use of these skills through the subject areas.

The home economics subject areas incorporate performance of the basic skills through the following actions:

Mathematics

- budgeting
- calculating
- computing
- comparing
- determining proportion
- measuring
- predicting

Language and Communication

- analyzing
- composing
- communicating
- discussing
- reading
- speaking
- summarizing
- writing

Science and Technology

- applying
- comparing
- determining effectiveness
- experimenting
- observing
- problem solving

Social Studies

- applying
- decision making
- goal setting
- illustrating
- interpreting
- relating

The **SUBJECT AREAS** encompass those understandings and skills deemed necessary to achieve quality living as the individual and family attempts to balance work and family life.

- **Life Management Skills for Work and Family**
- **Multiple Roles of Individuals**
- **Work and Family Issues in the Family**
- **Work and Family Issues in the Workplace**
- **Family and Work Conflicts**
- **Solving Family and Workplace Problems**
- **Communication in the Home and Workplace**
- Household Management
- Child Care Responsibilities
- Time Management Strategies
- Financial Management
- Stress Management

KANSAS COMPETENCY INDEX

BALANCING WORK AND FAMILY

94

Name ________________________________ SS# ____/____/______

Department ____________________ Instructor ____________________

ENROLLMENT DATE ___/___/___ COMPLETION DATE ___/___/___ HOURS COMPLETED ______

I certify that the student received training in the areas indicated.

Student Signature ______________________________ Date ___/___/___

Instructor Signature ______________________________ Date ___/___/___

Administrator Signature ______________________________ Date ___/___/___

RATING SCALE:
3 Skilled-Works independently
2 Limited Skill-Requires assistance to perform task
1 Skill Undeveloped-Received instruction but has not developed skill
0 No Exposure-No instruction or training in this area

DIRECTIONS: Evaluate the student by checking the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

A. LIFE MANAGEMENT SKILLS FOR WORK AND FAMILY

3 2 1 0 1. Develop life management skills for work and family
3 2 1 0 2. Recognize how personal choices impact life
3 2 1 0 3. Recognize skill development as a lifelong process
3 2 1 0 4. Develop skills for achieving personal goals
3 2 1 0 5. Examine personal attitudes and values regarding work and family
3 2 1 0 6. Organize attitudes and values into personal goals
3 2 1 0 7. Develop long-term personal goals related to work and family life
3 2 1 0 8. Recognize relationship between personal and career goals

B. MULTIPLE ROLES OF INDIVIDUALS

3 2 1 0 1. Define "role"
3 2 1 0 2. Define "family"
3 2 1 0 3. Define "work"
3 2 1 0 4. Identify functions of work and family
3 2 1 0 5. Identify stages of the life cycle
3 2 1 0 6. Identify career stages of individuals
3 2 1 0 7. Describe the variety of roles involving work and family an individual will assume throughout a lifetime
3 2 1 0 8. Describe how individuals assume more than one role at any point in time
3 2 1 0 9. Identify responsibilities of working and being part of a family
3 2 1 0 10. Examine work and family responsibilities at various stages of the life cycle
3 2 1 0 11. Explore societal influences on the role of homemaker and wage earner
3 2 1 0 12. Cultivate characteristics of a healthy self-concept

C. WORK AND FAMILY ISSUES IN THE FAMILY

3 2 1 0 1. Describe the changing characteristics of the family and the workplace
3 2 1 0 2. Examine current work and family situations
3 2 1 0 3. Define "life-style"
3 2 1 0 4. Identify major changes in work and family
3 2 1 0 5. Analyze how work and family trends influence future life-style choices
3 2 1 0 6. Examine life-styles
3 2 1 0 7. Determine priorities related to family and work
3 2 1 0 8. Describe how family life influences job satisfaction in positive and negative ways
3 2 1 0 9. Describe how a job influences family life in positive and negative ways
3 2 1 0 10. Recognize the reciprocal relationship between work satisfaction and family satisfaction
3 2 1 0 11. Assess family-related variables that affect career choices
3 2 1 0 12. Assess variables not related to the family that affect career choices
3 2 1 0 13. Examine ways family life influences the attitudes toward work
3 2 1 0 14. Investigate working conditions and income of specific careers
3 2 1 0 15. Appraise positive and negative aspects of reentering the workforce
3 2 1 0 16. Calculate costs of a second income
3 2 1 0 17. Evaluate adjustments related to relocations
3 2 1 0 18. Identify and describe various family patterns and life-styles

D. WORK AND FAMILY ISSUES IN THE WORKPLACE

3 2 1 0 1. Describe traits associated with the American work ethic
3 2 1 0 2. Identify and develop personal characteristics that lead to job and work satisfaction
3 2 1 0 3. Describe job keeping skills in terms of:
  a. Cooperation
  b. Communication skills
  c. Integrity
  d. Honesty
  e. Positive attitude
  f. Responsibility
  g. Dependability
  h. Initiative
  i. Team Work
3 2 1 0 4. Analyze reasons why people lose jobs
3 2 1 0 5. Describe changes in labor force participation and demands
3 2 1 0 6. Identify common workplace expectations:
  a. Punctuality
  b. Personal leave/absence
  c. Substance abuse
  d. Personal hygiene
  e. Suitable workplace attire
3 2 1 0 7. Recognize tangible and intangible rewards of work
3 2 1 0 8. Identify specific ways work demands affect family life
3 2 1 0 9. Identify and utilize supports and benefits offered by employers
3 2 1 0 10. Examine various employer supports and benefits needed at different stages of the work/family cycle

9

3 2 1 0 11. Assess the various laws and federal legislation related to employer supports and benefits including the Family and Medical Leave Act
3 2 1 0 12. Describe a family-friendly workplace

E. FAMILY AND WORK CONFLICTS

3 2 1 0 1. Identify potential areas of conflict between work and family
3 2 1 0 2. Identify imbalances and trade offs regarding work and family
3 2 1 0 3. Provide solutions to conflicts related to time, finances, and personal concerns (physical and mental health; leisure time)
3 2 1 0 4. Make adjustments to help reduce work and family conflicts
3 2 1 0 5. Identify community resources for children and families
3 2 1 0 6. Redefine roles and attitudes related to balancing work and family
3 2 1 0 7. Resolve conflicts through conflict resolution skills
3 2 1 0 8. Communicate negative feelings in appropriate manner
3 2 1 0 9. Develop primary and alternative plans for emergency situations at work or at home

F. SOLVING FAMILY AND WORKPLACE PROBLEMS

3 2 1 0 1. Recognize and/or identify the existence of a problem given a specific set of facts
3 2 1 0 2. Ask appropriate questions to identify or verify the existence of a problem
3 2 1 0 3. Enumerate the possible causes of a problem
3 2 1 0 4. Identify important information needed to solve a problem
3 2 1 0 5. Identify potential solutions
3 2 1 0 6. Select a solution that represents the best course of action to pursue in resolving conflict
3 2 1 0 7. Evaluate solution
3 2 1 0 8. Identify impact on others

G. COMMUNICATION IN THE HOME AND WORKPLACE

3 2 1 0 1. Develop active listening skills
3 2 1 0 2. Analyze another's point of view
3 2 1 0 3. Interpret body language (nonverbal communication)
3 2 1 0 4. Demonstrate verbal and nonverbal feedback
3 2 1 0 5. Reduce barriers that may impede effective communication
3 2 1 0 6. Adjust communication skills for various situations
3 2 1 0 7. Evaluate the impact of language and appearance on communication
3 2 1 0 8. Provide constructive criticism
3 2 1 0 9. Describe the role of the family in learning and refining communication skills

H. HOUSEHOLD RESPONSIBILITIES

3 2 1 0 1. Develop time saving strategies for household management
3 2 1 0 2. Collaborate on common household managment responsibilities, including:
  a. Family record keeping
  b. Food and nutrition
  c. House maintenance
  d. Laundry and wardrobe management
  e. Car maintenance
  f. Personal and family wellness
  g. Money management
  h. Outside work
  i. Health care

I. CHILD CARE RESPONSIBILITIES

3 2 1 0 1. Appraise personal attitudes toward children
3 2 1 0 2. Appraise work/career decisions that support parenting
3 2 1 0 3. Appraise work/career decisions that do not support parenting
3 2 1 0 4. Analyze decisions concerning parenthood and the influence on the work/family life-style
3 2 1 0 5. Evaluate types of child care services
3 2 1 0 6. Compare costs and characteristics of child care options
3 2 1 0 7. Design daily routines which meet the basic needs of children
3 2 1 0 8. Analyze child care costs in relation to work income
3 2 1 0 9. Demonstrate communication skills with caregiver
3 2 1 0 10. Plan quality time with children
3 2 1 0 11. Demonstrate positive discipline practices
3 2 1 0 12. Recognize guilt as a factor in parenting practice

J. TIME MANAGEMENT STRATEGIES

3 2 1 0 1. Determine priorities in personal life
3 2 1 0 2. Analyze influences on use of time
3 2 1 0 3. Identify and eliminate personal "time wasters"
3 2 1 0 4. Explain the principles of efficient time management
3 2 1 0 5. Develop a daily time plan for work, family and other responsibilities
3 2 1 0 6. Adjust expectations and utilize time management strategies to reduce work and family conflicts

K. FINANCIAL MANAGEMENT SKILLS

3 2 1 0 1. Describe how personal values and goals affect decisions about money
3 2 1 0 2. Examine the role of communication in family financial management decisions
3 2 1 0 3. Analyze the impact of gender in work and family financial management:
  a. Wage equity
  b. Non-traditional career choices
  c. Advancement potential
3 2 1 0 4. Identify fixed and flexible expenses
3 2 1 0 5. Describe how education, career and experience affect income
3 2 1 0 6. Prepare a personal budget
3 2 1 0 7. Prepare a family budget
3 2 1 0 8. Use sources of consumer information
3 2 1 0 9. Identify factors that affect single income family
3 2 1 0 10. Identify and develop wise shopping techniques
3 2 1 0 11. Identify the employment costs and benefits of a second wage earner

L. STRESS MANAGEMENT

3 2 1 0 1. Define stress and its causes
3 2 1 0 2. Describe the effect of stress on individuals and families
3 2 1 0 3. Recognize symptoms of stress
3 2 1 0 4. Utilize stress management strategies
3 2 1 0 5. Develop skills for coping with crisis (death, disabilities, divorce, substance abuse, illness)
3 2 1 0 6. Identify support groups within work environment, family environment, and community
3 2 1 0 7. Identify health and wellness behaviors for a balanced lifestyle

Integration of Leadership and FHA/HERO

Integration of leadership and FHA/HERO into the home economics classroom is based on the belief that all students need leadership skills which can best be developed through a well-balanced, integrated program. When complete integration of FHA/HERO leadership development occurs, it is difficult to determine where home economics curriculum ends and where FHA/HERO begins. Both aspects of a well-balanced program strive to accomplish the same goals and outcomes. Every unit and activity in this Balancing Work and Family curriculum can be tied to one or more of the FHA/HERO purposes.

Through home economics and FHA/HERO, students are empowered with the skills to prepare for their future roles of family member, wage earner and community leader. By providing students with leadership opportunities in the classroom, they take greater ownership in the learning that takes place and are better prepared to participate in lifelong learning activities.

The integration of leadership into the classroom begins by identifying specific skills that are desired. The skills frequently identified include organization, communication (interpersonal as well as presentation skills), ability to set goals, ability to solve problems and work with a team. The Workplace Basic Skills profile available from the Kansas Competency Based Curriculum Center provides a detailed list of these and other skills determined to be essential for success in the workplace.

Once specific skills are identified, activities are used to help students develop or reinforce these skills. Throughout the Balancing Work and Family curriculum, activities focus on leadership skill development. It is important to practice and refine leadership skills as well as assess the level of development using various assessment tools.

The final step to the integration of leadership and providing opportunities for students is to incorporate FHA/HERO programs in the classroom. Programs such as STAR Events, Power of One, and Financial Fitness allow students to apply leadership skills and content information in a way that is learner focused. The key factor in using any of these programs is that activities are planned, implemented and evaluated by the students.

The state and national programs developed and produced by FHA/HERO are designed to enhance the content outcomes of the Balancing Work and Family curriculum. When used in the classroom, these programs allow students to put into practice the leadership, decision making, communication, and critical thinking skills proven to be essential in our current educational system. By putting these process skills into action, teacher/advisers can be assured they are making a difference in the lives of today's youth.

Although all class members may be required to participate in classroom activities, privileges of belonging to the chapter, such as receiving Teen Times; attending district, state, cluster and national meetings; holding office; voting; and attending special chapter functions should be reserved for dues-paying members only. For the student that desires to take full advantage of the opportunities available to him or her, becoming an affiliated member allows those students to earn recognition at the district, state, and even national level for their efforts.

Throughout this curriculum, ideas for when and how to use the FHA/HERO programs are identified. Suggestions for activities that are student generated can also be found. Use these suggestions to help students develop their own ideas and see their leadership skills blossom. Integrate leadership and FHA/HERO into the classroom and allow the students to take it from there.

FHA/HERO: Power of One

After the basic concepts have been introduced in any of the units within the Balancing Work and Family curriculum, students can individually develop a plan to apply the information or principle to daily living. By using the Power of One program, students determine what area of their personal life needs improvement or attention. They set a goal and develop a plan to accomplish that goal. The forms used with the Power of One programs are a simple planning process. A practical problem solving process can also be used.

Power of One units are divided into five categories: A Better You, Family Ties, Working on Working, Take the Lead, and Speak Out. Any of these units apply to most sections of the Balancing Work and Family curriculum.

Once the goal is determined and a plan has been developed, the teacher/adviser reviews the plan and provides direction to assure the plan is designed to meet the goal as well as apply the content of the curriculum.

Students are encouraged to use management tools, such as "to do" lists, during the actual implementation period of their project. Advisers need to check or make reminders to assure progress is occurring. Generally, each project should require a minimum of 10 hours of student work to be accomplished, but that will vary based on the goal that has been set. The teacher may set a maximum length of time which is appropriate for the class.

At the conclusion of the project, each student evaluates his/her accomplishment. This is an assessment, but care should be given when considering the evaluation method used by the teacher. Because these are personal goals, they cannot be compared to each other. Recognition for using the process and making effort to accomplish the goal is as important as fully reaching the desired outcome.

Students who are affiliated FHA/HERO members can receive additional recognition for these projects. At the district level, all students receive certificates or other recognition for each unit completed. If a member completes a project in each of the five units (in Kansas, a sixth unit on FHA/HERO Knowledge must also be completed), they are recognized at State FHA Meeting and receive a certificate from the national office.

FHA/HERO: Financial Fitness

Financial Fitness is a co-curricular peer education program that can excite students about learning, sharpen critical thinking skills and apply mathematics, language and technology skills and concepts within the home economics curriculum. This program can be integrated into almost any of the sections of the Balancing Work and Family curriculum, but fits particularly well into the sections on finance, clothing, and home management.

The five-step Planning Process is the basis students use as they develop a project to expand or apply concepts learned in the classroom to daily living situations. Financial Fitness projects fit into five categories: Banking Basics, Cash Control, Making Money, Consumer Clout, and Financing Your Future.

The flexibility of the program is one of the greatest assets. Because projects or activities are planned, implemented, and evaluated by students, it is possible to allow for differences in cultural backgrounds, ability levels, and other factors which may sometimes limit students in their ability to meet expectations. Financial Fitness projects may be developed individually, in small groups, or as an entire class.

Within this program, the peer education component places the focus on sharing information learned or gathered from the project with others through whatever vehicle is available or desirable. As part of the planning for the project, students determine who and how they will let other people know the results of the project. Let the students find the audience and the method.

Curriculum Evaluation Form

Important! Mail by April 15, 1995!

Return this completed curriculum evaluation form by April 15, 1995, in order to receive the Balancing Work and Family Supplemental Curriculum Package in May, 1995. The supplemental package will have additional materials on teamwork/cooperative learning activities, brainstorming and think-pair-share classroom posters, alternative assessments, and much more.

The feedback you give us through this evaluation form will help us "down the road" in a few years when it is time to revise and update the curriculum. We need to know both your likes and dislikes.

What were some of the materials that were most helpful, were particularly well-received by the students, or left a significant impact with the teacher or the students?

What materials/activities/interactions did not work? Why?

What materials/activities would you like to see added to this curriculum in the future?

Please add additional comments on the back of ths sheet.

Mail to: Carolyn Corwin
Hutchinson Community College
1300 North Plum
Hutchinson, KS 67501

Your Name ____________________

Address ______________________

____

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Additional copies of the Kansas Balancing Work and Family Curriculum may be purchased at the cost of $20.00. If you would like to order a copy of the curriculum, please complete this order form, enclose a check or money order, and mail it to: Quick Print Inc.

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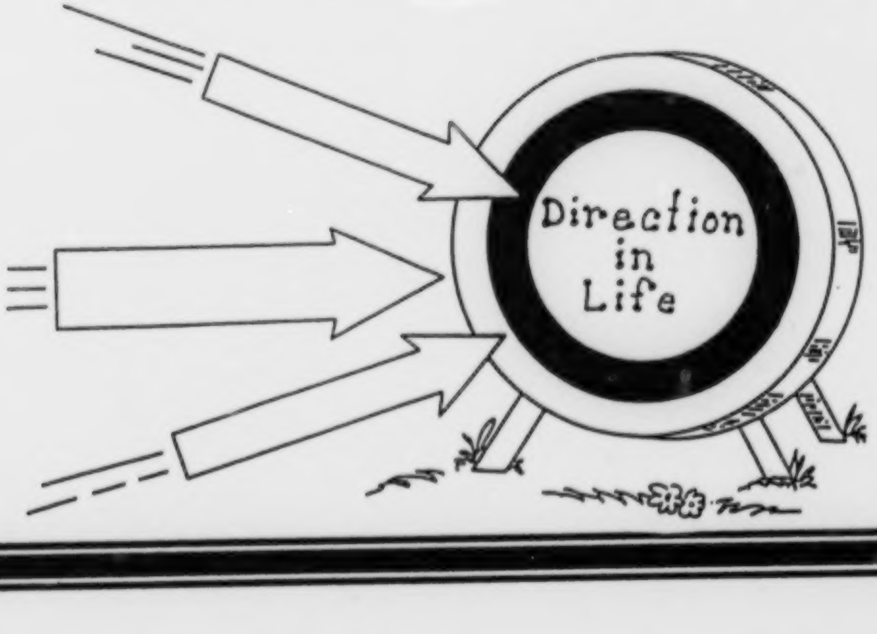
Life Management Skills for Work and Family


Direction
in
Life

Life Management Skills

Perennial Problem

What should be done about managing family and work life?

Practical Problem

What should be lone about achieving personal and career goals?

Learner Outcomes

The student will:

1. Analyze the impact of management skills on work and family life.
2. Recognize the importance of the planning process in life management.
3. Examine goal setting strategies and implement in his or her life.
4. Consider the importance of goals, values, and standards in managing work, family, and school decisions.
5. Identify and examine resources available to individuals and families.
6. Analyze the role of self-esteem in relation to the life-long learning that takes place in personal, work, and family life.
7. Integrate self-esteem concepts into the management processes of decision making and problem solving.

Supporting Concepts

Management Skills

- The planning process
- Management image
- Qualities of character

Achieving Personal Goals

- Direction in life
- What are goals?
- Types of goals
- Why have goals?
- Resources
- Goal setting
- Planning to reach goals
- Carrying out plans
- Evaluation process
- Becoming a good manager
- Barriers to goal achievement

Enhancing Self-Esteem

- What is self-esteem?
- Characteristics of self-esteem
- Identifying self-esteem
- Enhancing self-esteem
- Maintaining self-esteem

Resources

Connie Sasse, Families Today, Copyright 1994, Glencoe Division of Macmillan/McGraw Hill School Publishing, New York.

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Secretary's Commission on Achieving Necessary Skills (SCANS), What work requires of schools: A SCANS report for America 2000. U.S. Department of Labor, Washington, D.C., 1991

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Barbara Johnson, Stick a Geranium in Your Hat and Be Happy!, Word Publishing, Dallas, 1990.

Harold Wallace and L. Ann Masters, Personality Development for Work, 6th Edition, South-Western Publishing Co., West Chicago, 1989.

Judith Briles, *The Confidence Factor*, The Briles Group, Inc., Denver, CO, 1992.

Nathaniel Branden, *How to Raise Your Self-Esteem*, Bantam Books, New York, 1987.

Nathaniel Branden, *The Power of Self-Esteem*, Health Communications, Inc., Deerfield Beach, FL, 1992.

John Roger and Peter McWilliams, *You Can't Afford the Luxury of a Negative Thought*, Prelude Press, Inc., Los Angeles, CA, 1991.

Michael Crisp, *Twelve Steps to Self-Improvement*, Crisp Publications, Inc., 1991.

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Foster Cline and Jim Fay, *Parenting Teens With Love and Logic*, Pinon Press, 1992.

Harris Celmes and Reynold Bean, *How to Raise Children's Self-Esteem*, Price Stern Sloan Publishers, 1990.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
C. Use mathematics and mathematical principles.
✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
    ✓1. clear articulation,
    ✓2. analysis,
    ✓3. conceptualization,
    ✓4. synthesis, and
    ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓A. Apply problem-solving skills.
B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Management Skills

Background Information:

Whether an individual is a teenager or an adult, lives alone or in a family, or is married or unmarried, each person has the right, the power, and the responsibility to manage his or her life. To choose the direction life will take requires conscious decisions, communication with others, and awareness of available resources. Within the limits of civil law, consideration for the rights of others, and responsibility for the environment, people have the privilege and the power to do something about their futures. Laws are made and changed by people; educations and career goals are mapped out by people. Everyday life is shaped by choices; personal choices as well as the choices made by people in the same living group.

Life management requires decisions that determine the direction and control of a person's activities. Management may occur to some degree in the daily lives of people who are not aware of their management system, but what is the quality of this management? What controls are these passive managers exerting over the quality of their lives and the community in which they and their families live?

To some people, management sounds like a recipe for living -- just plug into the process of planning, organizing, implementing, and evaluating, and the goal is attained. However, people manage a number of goals all at the same time. Human relationships are complicated; some members of a group want one goal, others prefer another goal. Goals conflict and compete for limited resources. Sorting priorities and balancing resource use sound easier than they are in practice, especially if the results will be long-lasting. Also, the style of management one person chooses is often different from that of others.

It is not possible to redo the past, but the future is yours to alter, to mold, and to build into what you desire to make of it. Management is a tool for creating purposeful change. Management skills are developed through training and practice and can continue to develop through adulthood. Rather than being passive and allowing others to control their lives, people can increase the likelihood of accomplishing their goals through the development and practice of effective management skills. Management skills are a learned behavior and provide a means for taking control of one's life through identifying values, setting goals, establishing a plan, identifying resources to achieve that which is valued and providing a system of monitoring one's progress toward reaching goals.

To some people, management means order and organization as a form of control. Others move from crisis to crisis choosing to exert no effort at all until the situation becomes crucial. There are people who wait until the night before a term paper is due to begin writing, and those who ignore bills until the collection agency becomes persistent about the overdue payments. Ignoring a problem or failing to make any decision at all is management by default.

To abandon responsibility is one method of handling situations, but it seldom produces satisfying results and can cause stress to the person who has given up control. People who approach their problems assertively are more likely to correct them.

Life management can be defined as a process in which a person's values, goals, and standards direct the person's resources, through everyday decisions and purposeful actions, to improve the person's quality of life in relation to others. It is goal-directed behavior using decision making, valuing, planning and organizing processes to guide resource use to improve the quality of life. The purpose of life management is to develop a pattern of living that is satisfying to the participants and that assists personal development while improving the group's quality of life without encroaching on the rights of others.

Life management is a continuous process. Life cannot be managed all at once. Many separate decisions of varying importance are made and implemented in response to changing situations. Management decisions cannot simply be made once and then followed throughout life because people and situations change. The cumulative effect of everyday decisions that are made and implemented gives meaning to life and shapes the world of today and tomorrow.

Do life management decisions sound easy? They are not. The complexity of interrelationships among individuals and the difficulty of visualizing potential alternatives over the span of a lifetime make managing life a challenge. Age differences within a living unit, ethnic and cultural diversities in the community, geographical variances and social expectations of the community in which one lives further complicate the process. Add to this the technological advancements in available products and services and the evolving cultural demands of the world, and it can be clearly seen that life management is indeed a challenge. It is easier, but less productive, to do nothing to determine outcomes, to follow habit and instinct in coping with whatever comes along. However, the results are seldom what one would desire.

Lifestyles and quality of life are two goals of life management. People demonstrate what they want, expect, and consider reasonable in their lives through the selection and implementation of a lifestyle. While quality of life is an assessment of what people have and their feelings of satisfaction from their environments at a particular time, lifestyle is the continuing way in which individuals organize their personal relationships, use resources, and relate to their social and natural environments. Lifestyles include the roles and relationships of those who make up the living unit, as well as the images they create through the use of their resources and the environments in which they live.

Teaching-Learning Interaction

Life management skills

LC SS
BWF A C D J
WPBS 1 6 8 9 10 12 15

1. Handout: **What happens if...?** (A 13, 14) Divide students into eight cooperative learning groups. Assign each small group a situation from the handout.

   Transparency: **Think-Pair-Share -- What Happens if Management Skills Are Not Used?** (A 15) Instructions on the transparency tell the students to read their assigned situation and to think about why it would be difficult to achieve goals in that situation without using management skills. Then, students are to pair up with a partner(s) to discuss their ideas and then share them with the entire class.

   Discussion Questions:
   * What happened in every one of the situations when management skills were not used?
     (goals were not met, negative consequences, frustration)
   * Were these things preventable?
     If yes, how?
     (planning ahead, using management skills)

LC SS
BWF A C D
WPBS 6 8 9 10 12 15

2. Handout: **Background Information** (A 7, 8) Have students read the background information.

   Move the students back into cooperative learning groups. Give each group one of the following statements from the background information. They are to discuss the meaning of the statement and identify ways that it applies to them in their present and future lives. Share the results of the small group discussion with the entire class.

   a. Each person has the right, the power, and the responsibility to manage his or her life.

   b. Within the limits of civil law, consideration for the rights of others, and responsibility for the environment, people have the privilege and the power to do something about their futures. Laws are made and changed by people; educations and career goals are mapped out by people.

c. Management may occur to some degree in the daily lives of people who are not aware of their management system, but what is the quality of this management? What controls are these passive managers exerting over the quality of their lives and the community in which they live?

d. People manage a number of goals all at the same time. Goals conflict and compete for limited resources.

e. Human relationships are complicated. The style of management one person chooses is often different from that of others.

f. Management skills are developed through training and practice and can continue to develop through adulthood...are a learned behavior and provide a means for taking control of one's life through identifying values, setting goals, establishing a plan, identifying resources to achieve that which is valued and providing a system of monitoring progress toward reaching goals.

g. Some people move from crisis to crisis choosing to exert no effort at all until the situation becomes crucial. Ignoring a problem or failing to make any decision at all is management by default.

h. The purpose of life management is to develop a pattern of living that is satisfying to the participants and that assists personal development while improving the group's quality of life without encroaching on the rights of others.

i. Life management is continuous. Life cannot be managed all at once. Many separate decisions of varying importance are made and implemented in response to changing situations.

j. The cumulative effect of everyday decisions that are made and implemented gives meaning to life and shapes the world of today and tomorrow.

k. Age differences within a living unit, ethnic and cultural diversities in the community, geographical variances and social expectations of the community in which one lives further complicate the process.

Planning process

LC SS
BWF A C D
WPBS 4 6 8 9 10
12 14

3. Handout: **The Planning Process** (A 16)
Review the handout material with the class.

Students will continue in the same cooperative learning groups as in the first activity. Using the same situations from the first activity, the students are to develop a management plan so the outcomes to the situation will be more positive. Follow the steps in the planning process.

One person in the group will record the information/input from the group. Another person will report their ideas/plan to the class.

Discussion Questions:
* Why is management important to you? Your family? Your school? The workplace? Society?
* What skills and character traits do you need to become a good manager?
* What are the consequences of poor management?

Qualities of character for life management

LC SS
BWF A C D
WPBS 4 6 8 9
10 11 12 15

4. Transparency and/or handout: **Qualities of Character for Life Management** (A 17)

Place ten poster boards around the room attached to the walls. Each poster will be labeled with one of the Qualities of Character from the handout. Give each student a marker. Students are to go about the room writing words/short phrases on the poster that describe/define/illustrate/explain/interpret the quality listed on the poster.

When the writing is completed, read through the descriptors and discuss. Compare with descriptors on the transparency/handout.

Divide students into cooperative learning groups and assign one poster/quality to each group. The group is to discuss the following questions, and then follow-up with a report of their discussion to the class:

Discussion Questions:
* What would be an example of a real life situation where this quality was shown by a person? An example where the quality was not shown by the person?
* How does this quality impact life management in positive ways? What are the

benefits to self and others when people "live" this quality?

- What are the consequences to self and others when people do not "live" this quality of character?
- How can people develop these qualities to help themselves in managing their life?

LC SS
BWF A C D
WPBS 4 6 8 9 10
11 12 15
FHA/HERO

5. **FHA/HERO Integration** (A 16)
Using the Planning Process, students can develop a project that brings the information to other students in the school or out to the community. The students may want to develop banners, posters, or bulletin board displays that depict these qualities.

LC SS
BWF A C D
WPBS 4 6 8 9
10 12 14

6. Handout: **My Management Image** (A 18)

Students are to complete the handout.

In cooperative learning groups, have students identify and list **areas of their lives that could benefit from better managemnt.**

Examples: finances
household responsibilities
room responsibilities
leisure time
study time/homework
activities involvement
part-time job

Compile a class list.

Make the compiled list into a check list. Distribute to students. Have them check the five areas they would like to improve in by using management skills. Students or teachers should keep these lists/areas for improvement for use with goal setting and goal achievement.

Debriefing

Content: How does a lack of management skills and qualities impact work and family life?

In the family situations, which family could you relate to? Why?

Process: How was it beneficial to use the planning process to solve the problem situations?

How can you use the planning process in your personal life?

In what ways was it beneficial to identify areas for life management improvement?

What happens if...?

Directions: Read the situation and explain why it is difficult to achieve goals without management.

1. You have a ten-page research paper due in English class tomorrow, an assignment you need to do well on because you want to get a "B" in the course. Even though the paper has been on your mind and you have been to the library to check out a bunch of books, you have not been able to find the time to do the work. Now you are going to have to stay up all night to finish the project.

2. You and your friends have formed a team and entered one of the contests at the FHA regional meeting. One week before the event, you have not even started to get ready for the demonstration. You cannot seem to find a time when all the members can meet, and when you do have a practice, some of the team members forget and don't come at all.

3. Your family has been looking forward to going to a big-name concert that was being held in a city one hour away from where you live. On the evening of the performance as the family is getting ready to leave, a friend calls to remind you that you had agreed to work for him this evening. You make a few phone calls to try and get someone to work for you, but no one is available. The family leaves without you and arrives in the city expecting to have a leisurely meal together before the concert. Due to leaving home late and arriving just at the dinner hour, they couldn't get in to any of the three restaurants they tried. After a quick, fast-food, drive-through meal, the family goes on to the concert and gets stuck in a long line of cars trying to go the same place. Once parked, they rushed to the ticket office only to find a sign that said, "Tickets sold out one week ago."

4. You are looking for a summer job and have been reading the newspaper want ads about once a week. You find an ad for a job that sounds like a perfect job for you. It's close to closing time for the place of business so you make a fast trip there. As you begin to fill out the application you realize that you need the names, addresses and phone numbers of three references and the schools you have attended. The ad also asked you to bring a resume' with you. You found that out when the secretary asked for it. The ad also indicated that the application deadline was today. While trying to decide what to do, the boss comes out of her office. The secretary introduces you as one of the applicants for the job. You left in such a hurry that you were still wearing jean shorts, T-shirt and tennis shoes.

5. You have been looking forward to spending some time with your friend and her family, who have planned a ski trip for spring break. A few days before the trip, you check your bank account and learn that you have spent most of the money you saved for the trip. Your parents will probably not lend you any money, so you know that this means you won't be able to take the trip.

6. You are in your second semester, senior year at high school and are in the process of completing an application to attend a two-year technical school next year. As you read through the information you find out that the program you want to take requires two upper level math and science courses which you did not take in high school. This particular program/field of study is really what you want to pursue.

7. You are eating dinner with your family and tell them that you need to be at school in thirty minutes for your spring band concert. You also ask if anyone has seen your band music lately because you haven't seen it for days and you need it for tonight's concert. Your mother is leaving shortly to attend a meeting in a nearby town. Your dad promised to take your little brother shopping for a birthday present for a birthday party he is attending tomorrow.

8. You and a friend have graduated from high school and have found good-paying summer jobs in a location away from your hometown. You took the job hoping to save some money for college in the fall. You and your friend arrive in the new town, belongings in hand, and begin looking for an apartment. After three days of looking (and three days of motel bills and eating out), you finally find the apartment you want. After signing the lease, the apartment manager asks for the first month's rent in advance, plus one month's rent as a deposit against damages. He also tells you that the phone company has a $75.00 deposit; the electric company requires a $100.00 deposit; and the gas company charges a $75.00 deposit. Neither one of you has enough money to cover these costs.

9. You have been on the job for five months now and work under the direction of a supervisor. Three weeks ago he gave you the background information and step-by-step rough draft of a project he had to have by a specific date. The deadline is two days away and you haven't started on the project. You've been busy with other aspects of your job and kept thinking that you'd get to it. This project will be presented by your supervisor to the head of the company at the major quarterly planning session.

What Happens If Management Skills Are Not Used?

Think

Read your assigned situation.
Think about why it would be difficult to achieve goals in that situation without using management skills.

Pair

Pair with a partner to discuss your ideas.

Share

Share ideas with the entire class.

The Planning Process

1. **Identify Concerns**
   - Brainstorm to get all ideas out or state the activity or problem you want to tackle if already determined.
   - Evaluate the list and narrow it down to a workable idea or project that interests and concerns members.
2. **Set Your Goal**
   - Get a clear mental picture of what you want to accomplish and write this down in a goal.
3. **Form a Plan of Action**
   - Decide how your goal will be reached.
   - Figure out:
     Who
     What
     Where
     When
     How
   - List resources needed.
   - Make a workable timetable.
   - Decide ways to recognize your accomplishments along the way.
4. **Act**
   - Carry out the plan.
5. **Follow-up**
   - Determine if your goal was met.
   - List ways you would improve the project or planning for the future.
   - Share and publicize your efforts.

Qualities of Character for Life Management

Compassion	Show care, concern, and empathy for the needs of other persons without regard to race, religion, gender, age, economic status, and/or physical and mental conditions.
Courtesy	Display good manners and politeness, showing the same respect for others as they would wish for themselves.
Tolerance	Strive to discover and learn about people who are different from themselves and about cultures different from their own.
Honesty	Truthful and trustworthy in their relationships with others.
Self-Discipline	Realize the motivations for their actions and give priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits.
Self-Respect	Consider the person within themselves, realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.
Responsibility	Exercise sound thinking and good judgment, as they are personally and ethically accountable for their actions. Work with others to strengthen the family and improve their community, the state, the nation, and the world for the common good.
Courage	Develop inner strength and stability to draw upon in times of adversity.
Diligence	Pursue worthwhile endeavors, showing persistence, care, and effort.
Integrity	Acquire sound values, making them their own, seek to live up to them in a consistent manner.

Source: Ohio State Department of Education, Work and Family Life, 1993.

My Management Image

Directions: Mark an "x" on the line between the two words or phrases to show how you see yourself.

Example: If you are very organized, place your "x" at the left of the mark nearest "organized." If you are very unorganized, place an "x" at the right of the mark nearest "unorganized." Your x may be anywhere on the line in between. Connect the "x's" to see your management profile.

Organized	|____|____|____|____|	Unorganized
Goal-directed	|____|____|____|____|	Lacking Goals
Efficient	|____|____|____|____|	Inefficient
Good Planner	|____|____|____|____|	Poor Planner
Capable	|____|____|____|____|	Incapable
Energetic	|____|____|____|____|	Lazy
Get Things Done	|____|____|____|____|	Don't Finish Things
Motivated	|____|____|____|____|	Apathetic
Set Realistic Goals	|____|____|____|____|	Dreamer
Make Realistic Plans	|____|____|____|____|	Make Unrealistic Plans
Stick With Job	|____|____|____|____|	Give Up on Job
In Control of Things	|____|____|____|____|	Helpless
Know How to Do Things	|____|____|____|____|	Helpless About Things

Circle the things about your management image that you would like to change. On the back of this paper, write some ways in which you might change these things.

Source: *West Virginia STEPS Curriculum*, Charleston, West Virginia: Department of Education, 1991.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
    - ✓1. clear articulation,
    - ✓2. analysis,
    - ✓3. conceptualization,
    - ✓4. synthesis, and
    - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Achieving Personal Goals

Background Information

Goal Setting and Achievement

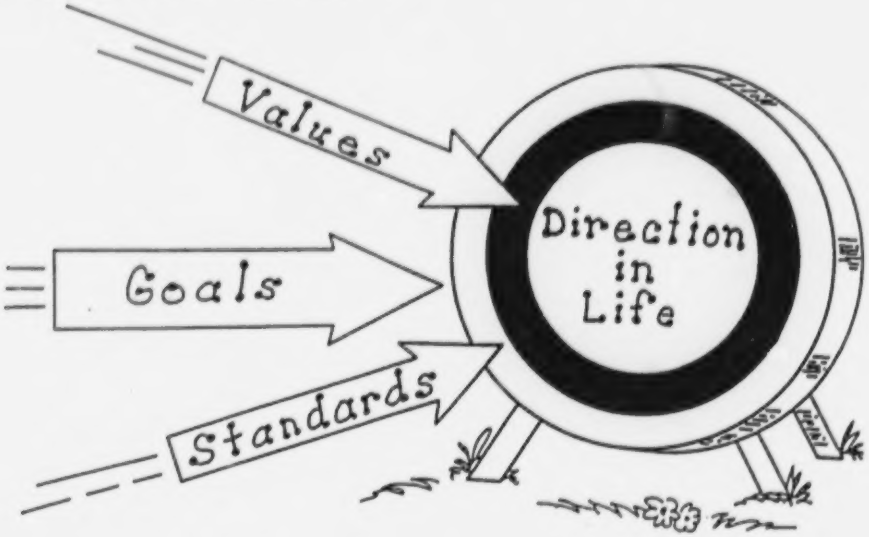
One of life's worst frustrations is when a person feels he or she has no control over his or her actions. In contrast, there are few greater satisfactions than being able to choose the direction for one's life and making things go that way. How do people gain such control? Most have learned to consciously make decisions that reflect their goals, values, and standards.

A goal is something a person plans to do, be, or have, and are willing to work for it. Goals are the ends toward which individuals are willing to work. Goals guide a person in deciding how and what work or activities should be done, and provide direction for using resources.

Values are beliefs and feelings about what is important. They are based on what is right, good, and desirable. Values are expressed through action, provide a basis for goals, and permeate all aspects of life management. When a person knows his or her values and knows which values are of highest priority, setting and achieving goals is much easier.

Standards are a set of norms a person sets; a gauge to determine what a thing should be; a measure or test of a things quality. Standards help a person measure progress towards a goal and determine how the goal will be reached. They identify what is and what is not acceptable. As an example, if a person values getting good grades, he/she may set a goal to make the honor roll each semester. To help reach that goal, the person will set certain standards, such as finishing all assignments and spending extra time studying for exams.

Goals, values, and standards are interrelated. A person doesn't have one without also having the others. Values form the basis for the goals a person sets, The more strongly a value is held, the higher the standards for action will be. In life management, all three work together, all affecting each other. Goals are the "what?"; values are the "why?"; and standards are the "how? how much?".



What are goals?

Everyone has goals in life, but not everyone achieves them. Reaching a goal is sometimes a matter of identifying the goal, deciding what resources are needed, and learning how to manage these resources in order to attain your goal.

Accomplishing any goal in life is much like winning. Good feelings come when you set out to do, be, or accomplish something, and you succeed. You have that winning feeling.

Types of Goals

Any one person can have a wide variety of different goals. A goal might be something simple, such as deciding to read a book over the weekend. It may also be something more complex -- improving your health or choosing a career, for example. Goals differ from person to person and from family to family. Only you can decide what specific goals are right for you.

Someone who decides to become a plumber has to realize that such a goal cannot be accomplished quickly. It may take months or even years. Because goals of this type require much time to be achieved, they are called long-term goals. Career goals are usually long-term ones. So are educational goals. Other kinds of long-term goals include marriage, children, large purchases, such as homes or cars, and plans for retirement.

By contrast, other goals involve the immediate future. Short-term goals require only short periods to achieve. In the time it takes to accomplish one of your long-term goals, you may reach hundreds, or even thousands, of short-term goals. Whenever you make a list of things to do in a day or week, you are setting short-term goals. Sometimes these shorter goals are necessary steps toward reaching one of your long-term goals.

Why have goals?

Setting both long- and short-term goals has many advantages for both you and your family. Here are a few of the ways goals add to life:

- Goals give individuals and families a sense of direction in their lives. When you set goals, you give a purpose to your activities. There is meaning to the way you spend your time. Having goals gives direction to your life. Goals can help you decide how to use your resources to get what you want.
- Goals motivate people. To motivate simply means to cause people to act. While people without goals might procrastinate, people with goals tend to get moving. Sometimes people are inspired to learn new skills or change old habits in order to reach goals.
- Goals promote positive feelings. These feelings make life more enjoyable and fulfilling. People who set goals and work to achieve them feel good about their goals, their accomplishments, and themselves. Reaching a goal proves that you can take charge and do what you set out to do. This builds confidence, which leads to further goal setting and further accomplishments in the future.

Resources

Goals are of little use without resources. Resources are what enable people to turn goals into reality. Resources are all those things that you use to help manage your life.

Resources can be divided into three main groups: human, material, and community. Knowing all the resources available to you is an important part of achieving goals.

- Human resources include the qualities that people have, such as knowledge, skills, talents, and energy. They also include the time you have available. People themselves can be resources. Many have information and skills to share that can help you reach your goals. They may also offer you their own time and energy.
- Material resources consist of money and possessions. Money allows you to purchase what you want or need to reach certain goals. Money can be used to buy services that will help you reach your goals. Possessions are also resources used in achieving goals.
- Community resources. Being aware of all your resources means looking beyond self, family, and friends to the community. Every community has facilities that are useful for reaching goals. Facilities are places designed for a particular purpose, such as schools, libraries, museums, and parks. You meet many of your educational and recreational goals with these facilities. Community resources include services as well as facilities. Community services can help you achieve goals. Community services include government programs that supply everything from food stamps to health care.

Goal Setting

Most life situations can be managed more smoothly if you are organized. Reaching goals is a good example. You are more likely to succeed if you follow an organized plan. You may also get more done.

Goal setting is the act of establishing a goal for yourself or your family. You decide what your goal will be and make it official so you will know what you are aiming for. The goals you choose to set will depend on your needs, wants, values, and interests. You may have several goals that apply to different parts of your life. Some may be short-term and some long-term.

When you set each goal, try to be realistic. Ask yourself if you will be able to reach this goal with the resources available to you. If you set goals that you can't possibly reach, you will likely become discouraged and frustrated. Although a realistic approach is usually best, sometimes challenging goals can be set. After all, dreams can come true. Don't be afraid to go after what you want. By working hard and gathering all possible resources, you may be surprised at what you can accomplish.

When you set goals, set only as many as you can handle. Consider the amount of time and energy you have. Think about the money you have available. Will it cover all your goal-related expenses? If not, what are your options? You may need to limit or refine your current goals and save the rest for a time when you will have the resources to succeed.

Once you have set a goal, write it down. Be as specific and detailed as possible. This will give you a clearer focus on exactly what you must do to attain it.

Planning to Reach Your Goals

Once a goal is set, you can begin to work toward achieving it. This requires planning, or deciding how you will reach your goal. Planning is a way of getting organized and seeing the whole picture before you start to act.

When you plan, you look at all your resources and determine which ones you will use and how. If one resource is in short supply, you may be able to use a different resource instead. When you recognize and make good use of your resources, you are a resourceful person. This quality is valuable in helping you reach your goals.

As you plan to reach your goals, use the following questions as a guide:

- What steps need to be taken toward reaching this goal?
- In what order should the steps be taken?
- What resources will be used in each step?
- Who will take each step?
- Approximately how long will each step take to complete?
- When should each step be carried out to be sure the goal will be reached?

When you determine the answers to these and other questions, write them down. By writing down the steps of your plan, you will be less likely to leave out the important ones. You will also be able to check your progress when you start actively working to achieve your goal.

Carrying Out Your Plan

After the planning is done, it is time to set your plan in motion. Keeping your goal in mind, go through your plan, using the necessary resources to act on each step. Stick to your plan as closely as you can, but remember to be flexible. Sometimes outside events require that you make adjustments.

Evaluating What Happened

In the same way you evaluate decisions, you should also evaluate what happened when you worked toward a goal.

- Think about your goal. Was it realistic? Was it something you really wanted?
- Review your plan. Was it detailed enough? Did it make good use of resources? How could it have been improved?
- Consider the way you carried out your plan. Did you follow the steps in order? Did you skip any steps?
- Look at the outcome. Did you reach your goal? Were you pleased with the results? Why or why not?

Evaluating gives you the chance to see what works for you as a manager of goals and resources. By evaluating, you can teach yourself to improve your management skills. You may also learn something about your own personality.

Becoming a Good Manager

As a teen, you have more opportunities to set goals of your own than you have ever had before. Sometimes teens are discouraged by situations they face. They may have family problems or believe they lack the resources they need for a better future. One teen who felt this way made a decision. She said, "I can't change what happened yesterday, and today is not particularly good, but I can make tomorrow different." By setting goals, digging for resources, learning to make good decisions, and putting management skills into action, she set out to make a better future for herself -- and she did.

No matter what you face, you can do the same. Now is the time to start asking yourself what you want for your future. You have a choice. You can think, plan, and act, or you can let circumstances take charge of your life. What will you choose?

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Barriers to Goal Achievement

Barriers to goal achievement can occur when specific information or resources are unavailable for making decisions or when readily available facts are unused. Confusion or discouragement may occur when there are too many alternatives from which to choose, when all alternatives appear equally attractive, or when one is unable to evaluate the trade-offs between using resources and obtaining a goal, and not using the resources for this goal and saving them for another goal. Also, individual characteristics can affect implementation. The possibility of success is improved when one has the ability to focus clearly on the goal and then formulate a plan to achieve it. Responsibility, tolerance, intellectual efficiency and flexibility have been identified as important traits in reaching goals and overcoming barriers.

Teaching-Learning Interaction

Definitions

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1. Handout: **Goal Setting and Achievement -- Background Information** (A 21)

Review the background information with the students. Then, divide students into cooperative learning groups and assign one of the words listed below to each group. Students are to determine and describe an example of a goal, value, and standard related to the assigned word. Share with the class.

Words to assign:

- physical fitness
- health
- education
- community involvement
- friends
- money
- family
- work
- leisure time
- co-workers

Example: Word is 'education'

Goal -- to be on the honor roll

Value -- believe learning is important, believe learning/education prepares you for life, want employers to be impressed when they see a transcript

Standard -- to be on the "B" honor roll every semester, to maintain a B+ or better average

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2. Handout: **Favorite Sayings** (A 37, 38)

In pairs, have students identify the goals, values, or standards that underlie each of the favorite sayings.

Discussion Questions:

* Are sayings/mottos often used to motivate people to use certain life management skills? If yes, give examples from your life.
* In what ways are these sayings/mottos effective?

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3. Transparency: **Think-Pair-Share -- Let's Compare** (A 39)

Have students imagine that **they are going on a trip.** They do not know where they are going on this trip. The only information they have is that they are going on a trip.

Discussion Questions:

* What type of transportation are you taking?
* What type of clothes are you packing?
* How many clothes are you taking?

- What else are you taking along?
- How long are you going to allow for the trip?
- Which direction are you going to travel?

Obviously, the students cannot really answer the questions. Any answers given are really useless, aimless/without direction.

Show the transparency. Students will break into cooperative learning groups to make comparisons between going on a trip with an unknown destination to living life without goals, values, and standards.

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4. Handout: **Planning a Trip** (A 40)
Students are to complete the handout, leaving the left-hand column blank the first time through. Then, upon completion, the students are to go back and label their answers as a goal, value, or standard.

Knowing what's important to you helps achieve goals

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5. Handout: **Match Ups** (A 41)

Tell students: Knowing what is important to you helps immensely in achieving goals. Those things that are important to you form the basis for setting and carrying out goals. It is obvious that if something is very important to you that you will be more likely to work hard to attain it. Going after what is important to you -- achieving personal goals -- allows you to take your life in the direction you want.

Students are to complete the handout.

What are goals?

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6. Transparency: **Think-Pair-Share -- Identifying Goals** (A 42)

Review the **definition of goal** from the background information. (A 22)

Show the transparency. Students are to consider the following situation. There are ten players on the high school basketball team. Identify possible goals of the players for being on the team. (staying physically fit, making friends, learn self-discipline and commitment, making points, recognition, winning)

Discussion Questions:
- Why were there so many different goals identified?
- Were any of the goals more "right" than any of the others?

- * What is the major difference between goals in sports and goals in daily living? (In sports the goals are determined by the rules, the coach and the group. In daily living we have a great deal more flexibility in deciding on goals.)

Types of goals

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7. Handout: **Types of Goals -- Background Information** (A 22)

Review the background information. Divide students into cooperative learning groups and have them write ten goals, some long-term and some short-term. Pass these to the small group to the right. The second group of students is to label the goals as being short-term or long-term goals.

Responsibility for goals

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8. Transparency: **Responsibility For Setting Goals** (A 43)

Using the questions on the transparency, students are to visualize their life as they would like it to be ten years from now. They are to write a descriptive essay describing the lifestyle they visualize. Once they have written the essay, they are to create a visual representation of the essay using pictures or drawings. The students are to present their visual representation, and then display them in the classroom.

Questions on the transparency:

- * Who will you live with? What type of family unit or structure will you be a part of?
- * Where will you live? What type of housing will you live in?
- * What type of work will you do? What type of career will you be involved in?
- * What type of leisure activities will you do?
- * What community activities will you be involved in?

Discussion Questions:

- * What factors influenced the type of life you want in the future?
- * What do you like best about the way you see yourself in the future?
- * What can you do to achieve this life?
- * Do the choices you make today determine whether or not you will achieve that kind of life? If yes, how?

Why have goals?

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FHA/HERO

9. **FHA/HERO Integration**
Have students brainstorm a list of individuals from school, community, business, or government who have served as role models for members of the chapter. Invite one or a panel to share **how setting goals has been a part of his or her success.** The following questions may be used.

Questions for the speaker:

- * What is your personal definition of a goal?
- * Why have goals been important in your career? Your personal life? Your family life?
- * Do you believe each person is responsible for setting goals? Why or why not?
- * What goals did you establish for yourself when you were in high school? After high school? As a young adult?
- * How would your life be different now if you had not set those goals?
- * How do you use short-term goals to help you achieve long-term goals?
- * What resources have you used to achieve your goals?
- * What risks have you taken to achieve your goals?
- * What barriers have you overcome to achieve your goals?
- * What advice would you give to high school students about goal setting?

Discussion Questions:

- * What is your responsibility for setting goals in your life?
- * How do goals contribute to success?
- * What are the consequences of not having goals?
- * How do your goals affect you? Your family? Others?

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FHA/HERO

10. **FHA/HERO Integration**
Tell the students: "Successful leaders are able to set goals and persuade others to support their goals."

Transparency: **Think-Pair-Share -- Successful Leaders Set Goals** (A 44)
Instructions on the transparency indicate that the students are to think about leadership in their school, their community, and in their country. What goals have been set by these leaders? In what ways have they persuaded (or tried to persuade) others to support their goals?

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11. Handout: **Why Have Goals? Background Information** (A 22)

Review the information.

Transparency: **Think-Pair-Share -- Goals Motivate** (A 45)
Questions from the transparency include:
* What does "motivate" mean?
* What motivates your behavior? What gets you going?
* Give examples of situations in which you were highly motivated to act?
* What are the consequences of being motivated? Not motivated?
* Discuss the relationship between:
  -motivation and human needs and wants
  -motivation and decision making
  -motivation and self-concept
* Why is motivation important in life management?

Resources

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12. Handout: **Resources Background Information** (A 22, 23)
Review the information.

Handout: **Identifying Resources** (A 46)
The word "resource" is written vertically on the paper. In cooperative learning groups, students are to identify specific resources that begin with each letter of the word. Write the letter horizontally from the appropriate letter.

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13. In cooperative learning groups, **list examples of resources in each of the following types of resources: human, material and community.** Make a poster for each type of resource using pictures to illustrate. Some resources may appear on more than one poster or list. Display the posters in the classroom.

Tell the students: "The wise use of all resources is important. Of particular importance is the wise use of natural resources. Once natural resources are used up, they are gone, never to be used again."

On the pictures on the poster, have students use a marker to indicate the following:
N -- a natural resource
* -- resources that can grow or increase
S -- resources that can be substituted for other resources

Discussion Questions:

- How can these resources be used to achieve goals?
- Which resources do you possess? Which resources could you develop further?
- Which resources could you share with others?
- Which resources could you exchange for others?
- Which natural resources do you use?
- Which of these natural resources are a matter of concern due to quality or availabilty of these resources?
- Do you think money is the most important material resource? Why or why not?
- What values and goals could arise from the belief that money is the most important material resource?
- Can material resources be acquired without money? How?
- What other resources can be substituted for money?

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14. Game: **Resource Match-ups** (A 47)
Game materials and instructions are included in the section with the handouts.

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WPBS 8 9 10 11 12 15

15. Handout: **Resources Required to Meet My Future Goals** (A 52)
Using the essay students developed in teaching-learning interactions number 8, "Responsibility For Setting Goals," students are to identify human, material and community resources they would need to achieve the lifestyle they described. Students will mark those resources they have now with an * and place a - beside those resources they presently do not have. A checkmark should be placed by those resources that could use further development to achieve their goals.

Discussion Questions:

- How can you balance unlimited and limited resources in your life?
- How can you become more knowledgeable about the resources available to you?
- What can you do to expand or develop your list of resources?
- Why do you think some people are highly successful even though they have very few resources as they grew up or as adults?
- Which do you think is more important in helping a person achieve goals, human or material resources? Explain.

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WPBS 6 11 12 15

16. Bring in a local newspaper to show students. Have students work in cooperative learning groups and identify all the ways the newspaper could be used as a resource.

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WPBS 9 10 12 15

17. Tell students: **"People they know can be resources for them.** In using others as resources, students need to keep in mind that people are especially willing to share their time, energy, knowledge and talents with others when there is something in it for them (social exchange theory). This reflects the **quality of mutuality in relationships."**

Discussion Questions:
- * Have students give examples of situations in which they used others as resources and they were resources for others.
- * How did they feel in these exchanges?
- * Did they feel "used" by the other person? Good about themselves for helping someone out? Explain.
- * What human resources do you personally have? Available in your family? Among your friends?
- * What conclusions can you draw about the availability of human resources to meet your goals?

Setting and achieving goals

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WPBS 6 8 9 10 11 12 15

18. Handout: **Goal Setting/Planning to Reach Your Goals/Carrying Out Your Plan/Evaluating What Happened Background Information** (A 23, 24) In cooperative learning groups, students are to read the information. Each person is to write down three things of importance to them from the reading material. These should be written on individual slips of paper. When this writing is completed, the group members are to sort, compare and discuss the written items. They are to select one item of most importance to them to share with the entire class.

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WPBS 8 11 12 15

19. Handout: **Setting and Achieving Goals** (53) Review the information

Handout: **Mapping Your Future** (A 54) Using the essay developed earlier on students' future plans, students are to identify a long-term goal and the values supporting that goal. Then, students are to identify three to five short-term goals that they could use to reach the long-term goal. Identify standards.

Discussion Questions:

* Is it too soon to start thinking about how to achieve the goals reflected in your essay? Why or why not?
* Why are short-term goals important in the process of goal setting?
* What will you need to do in the next few months to begin to achieve your long-term goals?

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WPBS 6 8 11 12 15

20. Handout: **Ranking Lifetime Goals** (A 55)
Complete according to the instructions. Students are to choose one goal from each category: interpersonal, intrapersonal, and material as being important and write at least three short-term goals that would help them achieve the long-term goal.

After the writing is completed, students are to share their goals in small groups. Within the small group, exchange the written short-term goals. Another student will evaluate the short-term goals using the criteria from **Setting and Achieving Goals**. The short-term goals should be returned to the student for revision/rewriting if the goals did not meet the criteria.

Barriers to goal achievement

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BWF A C D
WPBS 6 8 9 10 11 12 15

21. Handout: **That's Life! Factors Affecting Goals** (A 56, 57)
Students are to work in cooperative learning groups to complete the handout.

Discussion Questions:

* Under what circumstances would it be important to re-evaluate goals?
* What happens to goals when personal circumstances change?
* Which types of changes have the greatest impact on goals?
* What types of changes could occur in your life that would cause you to re-evaluate your goals?

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WPBS 8 11 12 15

22. Transparency: **Negative Attitudes Block Goal Achievement** (A 58)
In cooperative learning groups, students are to choose one of the statements listed on the transparency and develop a case study that illustrates how the attitude reflected in that statement might affect one's ability to achieve goals. Students will read their case study to the class. The class will identify the negative attitude portrayed and the consequences of that attitude.

Discussion Questions:

- What false assumptions are underlying these statements?
- How could the negative attitudes be changed to result in more positive consequences?
- Why do you think some of these attitudes exist?

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23. Tell students: "The **language we use is a powerful indicator of whether we see ourselves as victims or as winners, as dependent or self-sufficient.** Language is a tool we can begin using today to form our futures. However, it may mean making some changes in words we use. Some of us use negative language that indicates we are not in control. We call this 'Red Flag' language. Our goal is to use powerful, proactive language in order to take control of our lives. We refer to these as 'Green Flag' language."

Give each student a red and a green construction paper flag. As the teacher reads each of the following statements one at a time, students are to hold up a red flag if they consider it to be negative language and a green flag if they consider it to be powerful, proactive language.

- I can't clean my apartment.
- I will learn to clean my apartment.
- I get to come to this class.
- I'd like to come and I will.
- Having to help at home is a problem.
- It's not my fault I don't have a job.
- I should get a driver's license.
- I will get a driver's license.
- I know I'll pass the test.
- I will be here on time.
- I wish I could lose some weight.
- I hope I pass the test.
- I'm responsible for being where I am today.
- I know I could lose some weight.
- Getting to help at home is an opportunity.
- I'll try to make it on time.
- I have to come to this class.
- I'd like to come, but I can't.

Tell the students: "Powerful, proactive language creates a positive attitude and helps us achieve our goals."

Assign small groups of students one of the negative language statements. They are to rewrite the statement and change it to powerful, proactive langauge.

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WPBS 8 9 10
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24. **Transparency: Think-Pair-Share -- Barriers** (A 59)
Students are to make a list of things that could be barriers to achieving goals. Compile a class list after the Think-Pair-Share is completed. Assign one barrier to each group. They are to determine if that barrier can be overcome. If it can be overcome, they are to identify strategies for dealing with that barrier. If the barrier cannot be overcome, they are to explain ways to work around the barrier.

Examples of barriers:
* Feelings of guilt
* Excuses for not fulfilling responsibilities
* Invalid excuses
* Negative language or negative self-talk
* Personal handicap
* Procrastination
* Loss of resources

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BWF A C D
WPBS 8 12 15

25. **Assessment**

Assessment: Planning For My Future (A 60)
Instructions for the students are given on the handout.

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26. **Assessment**

Assessment: Brochure Development
Students are to develop a brochure, pamphlet or booklet covering the information in the Achieving Personal Goals -- Goal Setting and Achievement unit. The brochure could be copied and distributed to other classes or to the FHA members.

Debriefing

Content: By remembering that goals, values, and standards are interrelated -- that you can't have one without the others -- how do they impact work and family decisions?
How does goal setting and achievement help you in attaining what you want in life?
How do negative attitudes and other barriers affect goal achievement?

Process: In what ways was the speaker beneficial to you in examining goal setting and achievement?
How did the process of writing your goals impact your personal life?

Favorite Sayings

Time spent getting even could be better spent in getting ahead.

The smallest package in the world is a person all wrapped up in himself.

The best place to find a helping hand is at the end of your arm.

Knocking the other person is a poor way to boost your own ego.

We have two ears and one mouth and we should learn from this to speak little and listen much.

Your actions speak louder than your words.

Money doesn't buy happiness.

The secret of happiness is not doing what one likes, but in liking what one does.

If you cannot find happiness along the way, you will not find it at the end of the road.

Failure is the line of least persistence.

Ability is rated by what you finish -- not by what you start.

Don't be like a wheelbarrow -- never going anywhere unless pushed.

If the going gets tough, the tough get going.

Your preparation of today determines your achievements of tomorrow.

You cannot live by love alone.

Nobody can make you feel inferior without your permission.

Lost time is never found again.

If you don't know where you are going, you will probably end up somewhere else.

Life Management Skills A 38
TLI # 2 / Handout

Favorite Sayings

If you can't say something nice about someone, don't say anything at all.

The person who knows everything has a lot to learn.

Keep your face to the sunshine and you will never see the shadows.

It isn't what you know that counts, it's what you do with what you know.

Rules are made for people who aren't willing to make up their own.

If you think you can't, you're probably right.

It is better to have tried and failed than not to have tried at all and succeeded.

A hundred mistakes is a liberal education if you learn something from each one.

When you help someone else up a hill, you find yourself closer to the top.

You can do anything you want if you put your mind to it.

A man is known by the company he keeps.

If at first you don't succeed, try, try again.

The person rowing the boat seldom has time to rock it.

Do unto others as you would have them do unto you.

Take time to smell the roses.

If you fail to plan, you are planning to fail.

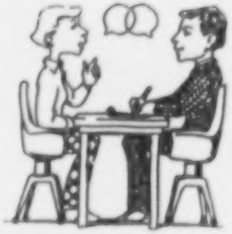
Little things mean a lot.

True character is measured by living the kind of life other people think you do.

Let's Compare

Think

Pair



Share

Make comparisons between going on a trip with an unknown destination and living life without values, goals and standards.

Life Management Skills A 40
TLI # 4 / Handout

Planning a Trip

Directions: Complete the questions and statements on the right side of the paper first.

________ 1. I would like to take a trip to ...

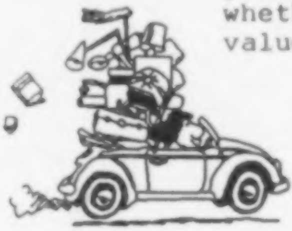
________ 2. Several reasons why I'd like to take a trip there are ...

________ 3. Things/activities I'd like to do on my trip are ...

________ 4. How much time and energy will I allot to the activities that I want to do on my trip?

________ 5. What amount of money would I be willing to spend on this trip if I had some money in a savings account?

Directions continued: On the lines to the left of your answers, identify whether your answer is a value, goal or a standard.



Match Ups

Directions: Knowing what's important to you -- having a strong value system -- can be a useful tool in achieving goals. The first column lists and explains ways in which a value system can help you. Match these ways to the examples or situations in the second column. Check the "yes" or "no" columns to indicate if the ways would be helpful in achieving goals.

YES	NO	MATCH	
___	___	_____	Helps you make decisions. The more difficult the decision, the more you need values to guide you. Values can reduce confusion in your life. When you know what is important to you, making choices is easier.
___	___	_____	Provide motivation. When something is important to you, you are likely to go after it. Knowing what you want can cause you to take action. You are much more likely to focus rather than drift in life.
___	___	_____	Control behavior. Positive values keep people from doing what they shouldn't do. They place limits on behavior.
___	___	_____	Provide confidence and strength. If you have ever been in a situation in which you didn't know what to do, you know that this brings a feeling of insecurity. When you have values that steer you, however, you feel confident and secure.
___	___	_____	Bring consistency to your outlook and actions. People know what to expect from you. Behavior that is reliable is more readily accepted by others.
___	___	_____	Enables you to focus on others, not just yourself. Values allow you to look beyond just yourself and your wants and needs.

A. Mr. and Mrs. Gard are going to be out-of-town for the weekend. They want you to babysit two days and overnight. You value responsibility and know you will have no difficulty in doing a good job.

B. When Maria turned down a ride with friends who had been drinking, she made a quick value decision. Later, an accident not only resulted in injuries but also legal trouble for her friends. Maria avoided this by making a decision based on values she had been taught in her family.

C. Curt values financial security. Because of this he is getting the education he needs for a good job someday.

D. When Matt saw a small child walking along the street, he was concerned. Taking the child in hand, he walked her to the closest house, which turned out to be the little girl's home. The mother was unaware that the child had wandered outdoors.

E. Juan had already gone through the check out line when he realized he had not been charged for a $30 item. He went back and paid for the item.

F. A friend wants you to lie to your parents and tell them you are staying overnight at her house, and go to a party instead. You value your parents' trust and refuse to lie to them.

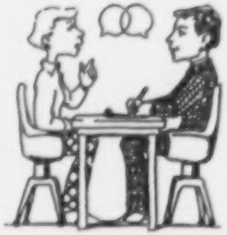
*ANSWERS: Cut off before copying.
B C E F A D

Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Reprinted with permission.

Identifying Goals

Think

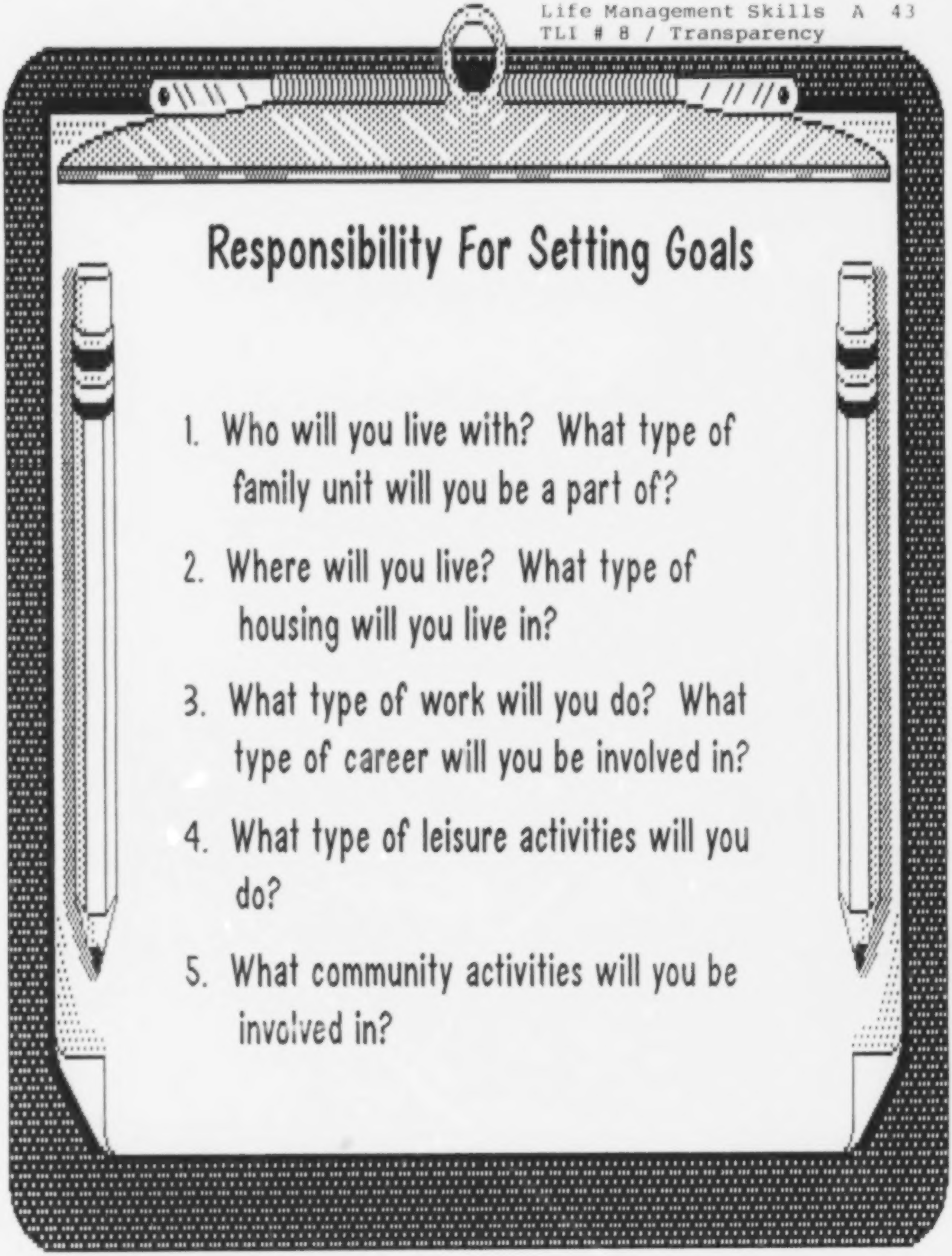
Pair



Share

There are ten players on the high school basketball team.

Identify possible goals of the players for being on the team.



Responsibility For Setting Goals

1. Who will you live with? What type of family unit will you be a part of?
2. Where will you live? What type of housing will you live in?
3. What type of work will you do? What type of career will you be involved in?
4. What type of leisure activities will you do?
5. What community activities will you be involved in?

Life Management Skills A 44
TLI # 10 / Transparency

Successful Leaders Set Goals

Think

Pair

Share

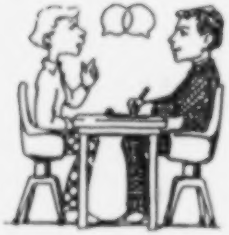
Think about leadership in your school, your community, and in your country.

What goals have been set by these leaders?

In what ways have they persuaded (or tried to persuade) others to support their goals?

Think

Pair



Share

Goals Motivate

1. What does "motivate" mean?
2. What motivates your behavior? What gets you going?
3. Give examples of situations in which you were highly motivated to act.
4. What are the consequences of being motivated? Not motivated?
5. Discuss the relationship between:
    - motivation and human needs/wants
    - motivation and decision making
    - motivation and self-concept
6. Why is motivation important in life management?

Identifying Resources

Directions: Identify specific resources that begin with each letter of the word.

R

E

S

O

U

R

C

E

Resource Match-Ups

Make the Materials: 1 gameboard per player. A sample is shown on the next page. Cut out the resource cards for the gameboard. Each card contains only one item from the categories listed below.

Play the Game: Each player is given one gameboard. Small cards are shuffled and placed face down in the center of the playing surface. Each player draws one card during his or her turn. Each may choose either the top card of the face-down cards or the top card from the discard pile. The discard pile is started when a player has a category filled on his or her gameboard. The player places the card he or she cannot use in the discard pile, and play proceeds to the next player. The next player may choose from the drawing stack or the discard pile. The play proceeds around the playing surface, with each player drawing only one card during each turn. The winner is the first person who fills all the spaces on the card correctly.

Resources On the Game Cards:

Human Resources: energy, knowledge, singing ability, piano playing ability, sewing skill, thinking skills, ability to play basketball, gardening ability, reading ability, painting skill, driving a car, swimming ability, tennis ability, writing ability, hair styling ability, job skills, cooking skills.

Material Resources: tennis racket, house, sewing machine, car, sofa, camera, motorcycle or bicycle, refrigerator, football, clothing, luggage, tape recorder, shoes, chair, stereo, lamp, golf clubs, books, computer, paycheck, allowance, check for birthday, interest on savings, dividends, welfare check, cash loan, social security payment, pension payment, babysitting earnings, lawn job earnings, traveler's check.

Community Resources: library, fire department, police department, bookmobile, Young Men's Christian Association, supermarket, schools, public swimming pool, bus system, cab system, shopping center, public park, public boat dock, amusement park, Red Cross, shoe repair shop, restaurant, Girl Scouts or Boy Scouts, dry cleaner, churches, Job Service Center, city government offices, recreational facilities, government agencies, Head Start, Parents As Teachers program.

Source: Game adapted from Resource Management Resource Guide, Ohio Vocational Instructional Materials, 1993.

Life Management Skills A 48
TLI # 14 / Handout

Resource Match-Ups

Human Resources			
Material Resources			
Community Resources			

Resource Match-Ups Game Cards

books	tennis ability	cab system
paycheck	knowledge	amusement park
house	public park	lawn job earnings
luggage	football	allowance
check for birthday	check	bus system

Life Management Skills A 50
TLI # 14 / Game Pieces

*Note: Enlarge to full size before copying.

Resource Match-Ups Game Cards

4-H	Head Start	interest on savings
sewing skills	welfare	traveler's check
stereo	dry cleaner	chair
churches	cash loan	dividends
tennis racket	supermarket	camera

Resource Match-Ups Game Cards

job skills	driving a car	motorcycle or bicycle
fire department	writing ability	pension payment
gardening ability	public swimming pool	energy
social security payment	sewing machine	Job Service Center
ability to play basketball	Parents As Teachers Program	recreational facilities

Resource Match-Ups Game Cards

tape recorder	Red Cross	computer
cooking skills	reading ability	shoe repair shop
Young Men's Christian Assoc. (YMCA)	police department	Boy Scouts
golf clubs	thinking skills	sofa
library	shoes	schools

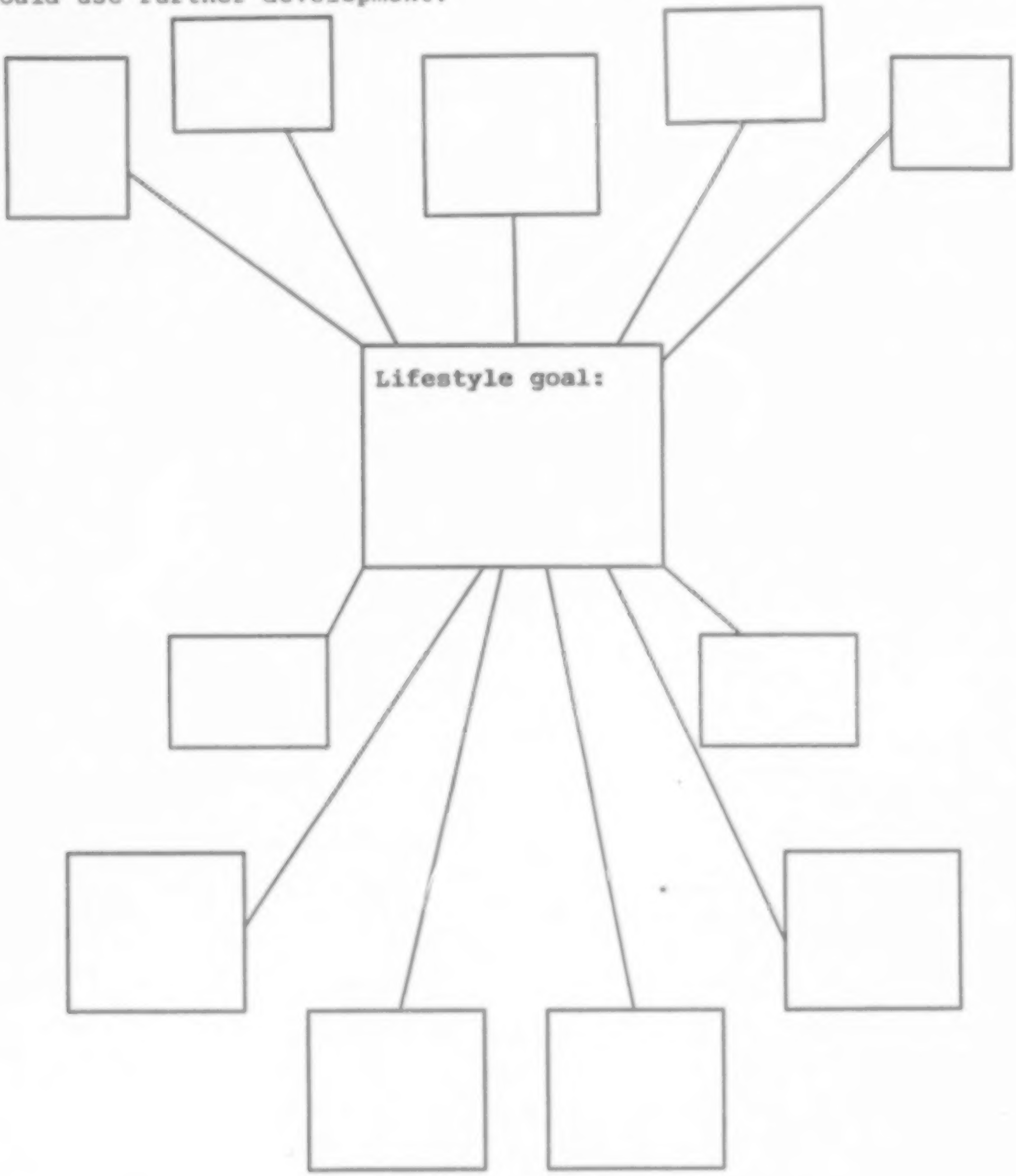
Resource Match-Ups Game Cards

refrigerator	government agencies	clothing
hair styling ability	Girl Scouts	bookmobile
city gov't offices	babysitting earnings	shopping center
singing ability	public boat dock	swimming ability
car	painting skill	restaurant

*Note: Enlarge to full size before copying.

Resources Required to Meet My Future Goals

Directions: Identify and write in the boxes the human, material and community resources you would need to achieve your lifestyle goal. Mark resources you have now with an *; resources you presently do not have with a -; and a ✓ by those resources that could use further development.



Setting and Achieving Goals

What are goals?

A goal...
is something you plan to do, be, or have and are willing to work for it
guides a person in deciding how and what work or activities should be done
gives your life direction
is something you aim to achieve
provides direction for using resources
is different from a wish, which is sometimes unrealistic

How do you go about setting goals?

The process for setting goals involves writing both long-term and short-term goals. A long-term goal is one that may be reached far in the future, such as a year, two years, or even ten years from now. Though these may seem far away, long-term goals can be accomplished by setting short-term goals to get there. Short-term goals can be reached immediately or fairly soon, such as in a day, a week, or a month.

Criteria for a well-planned goal:
The goal is yours -- you own it.
You must be able to state the goal in your own words.
The goal should be legal, ethical, and moral.
The goal should have long-term and short-term components.
The long-term and short-term components should be action-specific and time-specific.

To set goals...
1. Decide on something you want to achieve.
2. Write down your long-term goal.
3. Decide on an action plan to take to reach your goal.
4. Set short-term goals to reach the long-term goal.
5. Carry out your short-term goals.
6. Check your progress and revise your short-term goals as needed.

As you experience the satisfaction of completing a personal goal, it reinforces the process and encourages you to set other goals. This cycle continues to allow even greater satisfaction and fulfillment built on each progressive success.

What criteria should you use to evaluate your goals?

When evaluating goals, use the questions below. If your answer to any of the questions is "no," rewrite your goal to reflect the criteria in the questions.

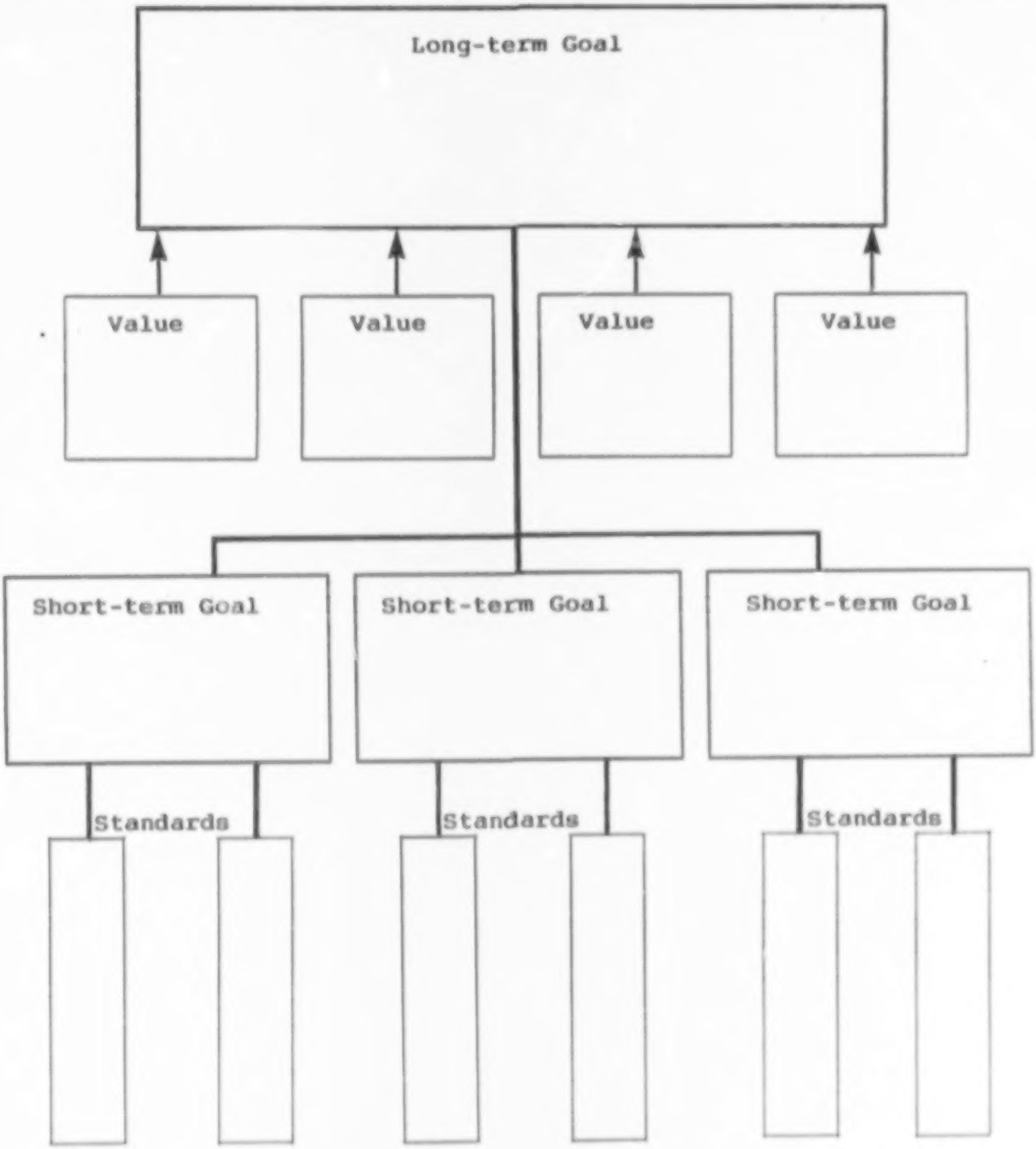
Does this goal match my values?
Is this goal something I really want to do?
Can I achieve this goal with my resources?
Is this goal within my power to achieve?
Is this goal measurable? Can I observe my progress?
Can this goal be achieved one step at a time?
Will this goal facilitate my personal growth without causing harm to others?

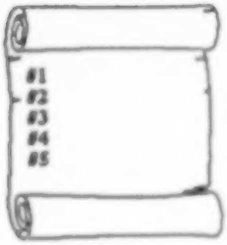
You're right on target!

Source: Adapted from Resource Management Resource Guide, Ohio Vocational Instructional Materials, 1993.

Life Management Skills A 54
TLI # 19 / Handout

Mapping Your Future


Long-term Goal
Value
Value
Value
Value
Short-term Goal
Short-term Goal
Short-term Goal
Standards
Standards
Standards



Ranking Lifetime Goals

Directions: If you were asked to name your ten most important lifetime goals, what would they be? Listed below are examples of lifetime goals. They fall into three categories: interpersonal, which has to do with relationships with others; intrapersonal, which has to do with concerns about self; and material, which has to do with possessions. Choose which ten goals are most important to you and circle them. You may add to the list if needed.

Interpersonal

Be a good friend to others
Be with my friends
Be close to my family
Help my family
Do things with my family
Marry someone I love
Be happily married for a long time
Marry someone I know well
Have children
Spend time with my children
Be a good example for my children
Have leadership qualities
Do volunteer work
Do things for others in the community
Understand others better
Talk easily with others
Be a good listener

Intrapersonal

Do things I like to do
Make the most of my appearance
Be well-liked by others for what I am
Respect myself
Feel free to be different from others
Be able to think on my own
Learn as much as I can
Get the best education I can
Do well in school
Work to improve my weaknesses
Develop my strengths and talents
Know myself better
Eat healthy foods
Be healthy all my life
Be more patient with myself and others
Accept things I cannot change
Be active in sports

Material

Have money to feel secure
Work to make money
Have enough money to buy what I want
Have a job that I enjoy
Advance in my job
Be good at my job
Travel to foreign places
Travel in the United States
Meet people from other countries
Have a nice car
Have more than one vehicle
Own my own home
Have a nice place to live
Keep my home in good condition
Collect possessions -- things of interest
Have many possessions
Take care of my possessions
Have a lot of clothes
Wear fashionable clothes
Have comfortable clothes

Source: Adapted from West Virginia STEPS Curriculum, Charleston, West Virginia, Department of Education, 1991.

That's Life! Factors Affecting Goals

Directions: In cooperative learning groups, choose one of the case studies below and list long-term and short-term goals for each person in the case study. Then draw the chance cards one at a time from a pile. For each card, determine how the factor depicted on the card will influence the individual's goals and the accomplishment of those goals. Following your discussion, share your case study, list of goals, and responses to the chance cards with the class.

Case Study #1 -- Lani
Lani is a junior in high school and has a part-time job at a fast food restaurant. After graduating from high school, she plans to attend the local community college, possibly majoring in business or marketing. Lani is planning to pay for her college education herself, and the community college will be less expensive and she can live at home. She also hopes to get some scholarship money since her grades are good. Her boyfriend is a senior who plans to attend college in another state. Lani enjoys being involved in activities at school, including the FHA/HERO chapter and the soccer team. She lives with her mother, who is a single parent, and her younger sister.

Case Study #2 -- Robert and Todd
Robert and Todd just finished high school and share an apartment in a large city. They have been friends since grade school. Robert has a job in sales for a copier company. Todd manages a convenience store. Both want to succeed in the business world and make higher salaries, but they realize that their present jobs may not help them achieve these goals. Their apartment is small and is located in a run-down building. They would like a bigger, more attractive place to live. Robert and Todd enjoy playing sports and spending time with friends.

Case Study #3 -- Stephanie and Ron
Stephanie and Ron are married and are both in their early twenties. Stephanie is a police officer, and Ron works for a construction company. Ron attends college in the evenings and is working on a degree in engineering. They are saving money to buy their first home and would someday like to have children. They enjoy spending time together.

Case Study #4 -- David
David lives with his mother, who is recently divorced, and his 10-year-old brother, Kevin. As a sophomore in high school, David struggles to get average grades and doesn't particularly like being in school. He enjoys being with his friends, and his girlfriend, Shanay. He also enjoys playing basketball on the high school team. David's school counselor has told him that he must make a decision about school for next year. He has been accepted into the restaurant management program at a career center on the other side of the city, but his girlfriend will be staying at the high school and David is worried that he would not see her very often. David's mother would really like him to enroll in the program. She did not graduate from high school, and has constantly struggled to support her family. She wants David to set a good example for Kevin.

Chance Cards for Lani

1. Early in her senior year, Lani wins a soccer scholarship to an out-of-state school.
2. Lani's grades begin to fall and her soccer coach threatens to kick her off the team.
3. The fast food restaurant where Lani works goes out of business.
4. Lani's mother gets a job promotion, requiring a transfer to another city.
5. Lani's younger sister becomes critically ill, and Lani must quit her part-time job to help her mother care for her sister.
6. Lani gets pregnant.
7. Lani's mother loses her job and needs Lani's help to pay the bills.
8. Lani's boyfriend wants her to attend the same college that he is attending. He threatens to break up with her unless she agrees.

Chance Cards for Robert and Todd

1. Robert plans to get married to his girlfriend in six months.
2. Todd finds a better job in another city.
3. Todd's younger brother wants to move in with them, but he doesn't have a job and can't contribute to the rent.
4. Robert decides to go to college.
5. The apartment building where Robert and Todd lives burns down. They have no insurance on their belongings.
6. Todd and Robert begin to have trouble getting along.
7. Robert's father dies, and his mother insists that Robert move back home.
8. Robert gets a bonus check for $5,000.

Chance Cards for Stephanie and Ron

1. Ron is injured on the job and would like to quit his job with the construction company.
2. Stephanie gets pregnant.
3. Ron wins a scholarship, but may keep it only if he can attend school full time.
4. The city government cuts back the police force, and Stephanie is laid off.
5. Stephanie's father, unemployed and alcoholic, would like to move in with them.
6. Ron gets a promotion at the construction company, requiring more overtime hours.
7. Stephanie's work schedule is changed from day to night hours. She and Ron rarely see each other.
8. Stephanie and Ron find a house they want to buy, but the house payments would stretch their budget, leaving no money for Ron's college tuition.

Chance Cards for David

1. David is suspended from school for poor attendance.
2. Shanay falls in love with another guy.
3. David's basketball coach suggests that he may be good enough to get a college scholarship.
4. David's father wants David to come and live with him in another city.
5. David catches his younger brother taking drugs.
6. The family's rent is nearly doubled, and David's mother asks him to get a job to help with expenses.
7. David's grades improve, and he is accepted into a program that will help him earn college credits as a high school student.
8. David's mother wins $10,000 in the lottery

Source: Personal Development Resource Guide, Work and Family Life Program, Ohio Department of Education, 1993.

Negative Attitudes Block Goal Achievement

1. Why should I plan ahead? I just take one day at a time.
2. People who are successful in life are just lucky.
3. Why should I bother to set goals? I don't have any money and I doubt if I ever will.
4. How do I know what I want to do five years from now? That's too far in the future.
5. If I set goals, I'd only have to change them. Everything will be different in a year.
6. There is too much competition out there. If I set goals, I'll only be disappointed.
7. What's the use of setting goals for myself when I'm 42 years old? I'm over the hill.
8. Although I hate my job and would like to try another, the competition in a higher paying field is too great for me to consider something else.

Barriers

Think

What are some barriers to achieving goals?

Pair

Discuss the barriers you thought of with your partner. Compile a list.

Share

Share your list with the class. Compile a class list of barriers.

83

81

Planning For My Future

Identify one long-term goal you want to accomplish.
Complete this planning sheet based on that goal.

Long-term Goal

Supporting Values

Short-term Goals (to help achieve the long-term goal)

Resources

Standards

Barriers

Solutions

Action Steps	Start Date	End Date

Positive Consequences (Rewards) For Achieving This Goal

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Enhancing Self-Esteem

Background Information

What is Self-Esteem?

What do you like about yourself? What thoughts come to mind when you read this question? Often, when people are asked to describe their strong points, they can only think of a few. When asked to list their weaknesses, however, they readily come up with a long list. Some people connect talking about one's likeable qualities with a lack of humility or that they are bragging. However, how people feel about their strengths and weaknesses has a great deal to do with how they feel about themselves. How people feel about themselves -- their self-esteem -- affects all areas of their life. There are two main reasons why self-esteem has such an impact on all areas of life: 1.) people act consistently with their beliefs and feelings about themselves -- if a person believes something is true, that belief affects his or her actions just as though it were actually true, and 2.) people's perceptions of the world around them are filtered through their feelings about themselves -- a person's belief about him/herself acts as a screen that may distort how events are viewed.

Self-esteen is a powerful human need. It is a basic human need that makes an essential contribution to the life process; it is indispensable to normal and healthy development; it has survival value. People who have high self-esteem, who believe in themselves and their future, who feel competent and loved are more prepared to handle the challenges in the world today. People who feel good about themselves produce positive results in their lives.

Self-esteem is how you feel about yourself. It is a feeling that expresses itself in the way people act. Self-esteem can be observed in people in what they do and how they do things.

Self-esteem includes:

1. self-confidence -- confidence in the functioning of your mind, in your ability to think, in the processes by which you judge, choose, decide; self-trust; self-reliance
2. self-respect -- you have value; it is an affirmative attitude toward your right to live and to be happy; comfort in asserting your thoughts, wants and needs; the feeling that joy is your natural birthright.

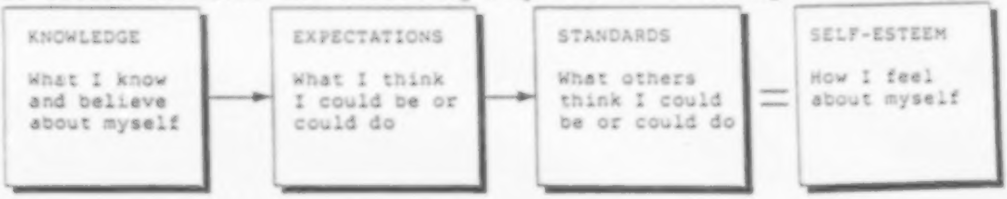
Self-esteem -- self-confidence and self-respect -- is the conviction that you are competent to cope with life's challenges and are worthy of happiness.

Self-concept is what you know or believe about yourself.

The components of self-concept are:

KNOWLEDGE	"I am ...."	Facts you know or believe about yourself; your age, sex, family, friends, abilities, skills, etc.
EXPECTATIONS	"I could be ...."	Your ideal image of yourself; source of internal pressures.
STANDARDS	"I should be ..."	Other people's ideal image of you, source of external pressures.

Self-esteem involves the following sequence of thinking and feeling:


KNOWLEDGE
What I know and believe about myself
EXPECTATIONS
What I think I could be or could do
STANDARDS
What others think I could be or could do
=
SELF-ESTEEM
How I feel about myself

Life Management Skills A 64
TLI # 6 / Handout

Characteristics of Self-Esteem

Low Self-Esteem

- rejects self
- dissatisfied with self
- lacks self-respect
- feels inadequate
- feels powerless
- feels unwelcome, ugly
- feels dumb, incompetent

Behaviors of Low Self-Esteem:

1. Are touchy, supersensitive, easily and deeply hurt by criticism or blame. Can't stand being laughed at. Are quick to shift blame from themselves to somebody else or to outside circumstances.
2. Find it hard to meet new people and start conversations.
3. Often deeply pessimistic. Don't try anything. Avoid situations that provoke anxiety. Convinced they're going to fail.
4. Assume others don't like them. Feel generally passed over and misunderstood.
5. Don't trust people. Has little faith in human nature.
6. Tend to hide behind a front; adopt a special image to meet the public; play roles in conversation.
7. Are lonely and feel somewhat isolated. Don't know how to give; don't share with others freely, fully and spontaneously. They don't feel anyone wants to share with them.
8. Does not believe they have any abilities; demeans talents.
9. Easily influenced by others; follows most any crowd that will accept him or her.
10. Becomes defensive and easily frustrated.
11. Exhibits a narrow range of emotions; expresses a lot of "I don't care" responses.

High Self-Esteem

- respects self
- considers self worthy
- does not necessarily consider oneself better than others, but definitely not worse than others
- recognizes strengths, limitations, and expects to grow and improve

Behaviors of High Self-Esteem:

1. Has an interest and trust in people. Respects oneself and others.
2. Compensates; learns to make strength out of weakness; tolerates frustration well. Thinks positive.
3. Able to enjoy the humorous aspects of life, in self and others.
4. Talk honestly and openly to people.
5. An attitude of openness to and curiosity about new ideas, new experiences, and new possibilities of life.
6. Strive to understand the causes of low self-esteem and aspire for self-improvement.
7. Takes pride in own accomplishments.
8. Acts independently; assumes responsibility easily.
9. Feels capable of influencing others; comfortable in empowering others.
10. Exhibits a broad range of emotions.

Self-Talk

Self-talk is all the talk that goes on in our heads. When we are awake and not talking aloud or listening intently, we are almost constantly "talking to ourselves." It is as if we have been collecting "tapes" in our mind since birth that play, sometimes repeatedly. When we add a new bit of information, it goes on the tape without evaluation. Later, as we evaluate a piece of information, we can change it. If we don't evaluate and change it, it keeps playing the way it was originally taken in. Some of what we put on tape has either become obsolete or was never very good for us in the first place. Sometimes as children we misinterpreted things we heard from our parents and others around us but the tape was made anyway. As we talk to ourselves, what we say affects how we feel and how we feel about ourselves: angry, self-confident, relaxed, upset, insecure, pressured, etc.

One of the tasks of young adults is to question some of those tapes and change some of them, even though there are some strong impulses not to. Secondly, we can make new tapes. Our standards and expectations, along with everything else we think and believe, are on those tapes.

As an example of how those tapes may impact us, consider your decisions regarding your future career and family. Those who grew up in the traditional mother-homemaker, father-breadwinner home have many tapes (which play in our minds regularly) that are not compatible with the work-family lifestyle. This incompatability is a source of guilt, indecision, and maybe disappointment for some. One mother of two school-age children struggled with the thought of going back to work. One of her tapes that played over and over was a favorite poem of her mother's about the children coming home from school to hear mother's voice and the smell of warm cookies fresh out of the oven. One man, the father of three and home-partner with his working wife, looked at his workshop and shook his head with sadness. His tape (tapes can be visual or memories of feelings as well as being words) was his favorite uncle's beautifully organized basement, with every tool in place, sawdust always swept away at the end of each working period, and an empty work table waiting for the next project.

Four Techniques for Changing Self-Talk:

One way to make a change in our self-talk is to become aware of how what we are saying makes us feel and to learn to be more nurturing to ourselves. When we think about an event at home, school, or work and make a judgment of how it went, we may say "that went well" or "You really did a good job there" and as a result our confidence is bolstered, we feel relaxed, content or perhaps excited and enthused about one of our work, school, or home related roles. If instead, we say, "You dummy, why did you say that?", "You blew it!", or "I'll never be any good at this stuff!", our confidence is weakened and we feel tense, angry or depressed. In a way, much of what we say is as if we were parenting ourselves. In fact, a lot of our self-talk habits were developed in childhood as we put on tape what our parents (and other adults) said to us and each other.

Nurturing self-talk by itself doesn't solve problems. The purpose of using a more nurturing self-talk is to keep us from upsetting ourselves so that our anger is up and/or our confidence is down. It's difficult to be a good communicator or problem solver when we're in that kind of state.

A second way of changing our self-talk is to do a reality check on what we're saying and attempt to bring what we say more in line with the reality of the situation. Albert Ellis, a psychologist, focused his work on helping people address some basic irrational beliefs and expectations that people often have. Three of the most basic are the following:

1. "I must be loved or approved by practically every significant person in my life -- and if I'm not, it's awful."
2. "I must not make errors or do poorly, and if I do, it's terrible."
3. "People and events should always be the way I want them to be."

These beliefs or expectations are bound to make us feel disturbed. As we compare situations and events to these irrational standards, we will seldom, if ever feel successful. Ellis suggests that the following are more in line with reality:

1. "It's definitely nice to have people's love and approval, but even without it, I can still accept and enjoy myself."
2. "Doing things well is satisfying -- but it's human to make mistakes."
3. "People are going to act the way they want -- not the way I want."

These expectations are probably universally true. We also experience many events where the times or our circumstances have changed. We're not likely to be bothered if great grandma says "to really get clothes clean, you've got to use a scrub board." We know such a standard is out of step with today's reality. But there are a lot of things that are just as out-of-step with the lifestyle (today's reality) we have chosen (or at least are experiencing today) that can cause us to feel upset. In these cases, we need to be aware of our values, priorities and the nature of the lifestyle we've chosen and be prepared to "reprogram" some of the tapes that are non-productive or don't "fit" our present lifestyle.

A third strategy involves rephrasing our self-talk to acknowledge our standard or expectation, and to follow that with a second, new standard that fits better for right now. This is particularly useful when the standard or expectation is too strong to change and we're not willing to judge it irrational or out-of-date. We can use the "I'd rather" statement. This is also useful when we are recognizing that we can't control the beliefs of others.

This doesn't get us out of what we wish was different, but it helps to diffuse the feelings of frustration and resulting energy drain that occurs when we tell ourselves upsetting things. We are in control of our own thoughts.

A fourth strategy is learning to change channels. Psychologists have taught us that it can be harmful to "stuff" our feelings deep inside and not deal with them. But sometimes it is helpful to set them aside and to look at them at a later (perhaps more appropriate) time. This is particularly helpful when making the transition from work to home, from school to work, or from school to home. If we are on the way to work and thoughts of family members' problems, school deadlines, household chores that need to be completed, etc. are filling our mind, it is possible to visualize these tapes we are playing as being on different channels -- like a TV we can visualize changing the channel -- in this case perhaps to thinking about work or a "relaxation station," knowing that at a better time we can turn back to the "family station" or "school station." Is this avoidance? Based on the second strategy of dealing with irrational beliefs, perhaps another irrational expectation is that we should be able to deal with everything at once.

If we think back to changing standards, the channel changing technique may be helpful if we are feeling plagued with thoughts that compare how we're doing with how we think we should be doing and can't shake feeling guilty or frustrated. Using some nurturing self-talk, we can say, "This is really frustrating to think about and is interfering with my job, home life, school, etc. I'm going to switch it off and deal with it later." Learning to stay focused in on what we're doing makes us more productive and is likely to allow us to feel good about what we've done, so we're better able to cope with whatever was on that channel that we switched off earlier. Also, when we choose to turn back, we often have a new perspective on the matter.

Source: Balancing Work and Family Curriculum, Minnesota Technical College System, Minnesota Vocational Education Work and Family Institute, 1989.

Affirmations

An affirmation is any strong, positive statement that helps you to begin thinking about yourself in new positive ways. It is a way of making firm something you imagine or want for yourself. Some examples are:

Everything I need is already within me.
I am relaxed and centered. I have plenty of time for everything.
I am actively in charge of my feelings about myself.
I communicate clearly and effectively.

The thoughts you have about yourself create your perceptions of the world and how it works for or against you. Affirmations help you replace the negative mind chatter with positive thoughts and ideas. With practice, positive affirmations allow you to deliberately change your perceptions, beliefs, and attitudes about yourself.

Affirmations and visualizing the desired result are important tools when you are creating something new for yourself. Affirmations, along with a vivid image of the result (goal) that you want, can help speed the desired outcome. The internal dialogue -- self-talk -- carried on in our minds, all too often, interferes with getting what we want in our lives. Much of this self-talk is done below the conscious level and is based on beliefs and values we hold. For instance, if we believe we are not good enough, or don't deserve the best, or don't have the money, or don't have the time, or don't have the talent, we block receiving what we really want.

Affirmations can be said silently or out loud, be written down, or sung. They can be repeated as often as you choose during the day. The more frequently you say an affirmation the sooner it will materialize. As you become more generally conscious of talking to yourself in positive language you will find you are creating a more positive reality in which to live.

Steps to Create Affirmations:

1. Keep the affirmation statement short and simple. Short, clear, affirmations which carry strong feeling, tend to be the most effective.
2. Use only positive words. Affirm what you want, not what you don't want. If negative words come to mind, make a switch to positive ones.
3. Use the present tense, such as "I am..., I have...". State the affirmation as if it already exists.
4. Be specific about the end result. Do not be concerned about the how, just the what.
5. Create an affirmation that you can believe. It is important to suspend doubts and hesitations. You want to have it happen.
6. Write the statement. You want to say the affirmation the same way every time. This builds the energy you are putting behind what you want.
7. Be open to receiving your goal. Think about how you feel about receiving this result.
8. Say and visualize your affirmation frequently each day. Frequent repetition speeds the process.
9. Put your full mental and emotional energy into the affirmation.
10. Create a vivid, multi-sensory image of the end result.
11. Celebrate the results.

Source: Balancing Work and Family Curriculum, Minnesota Technical College System, Minnesota Vocational Education Work and Family Institute, 1989.

Teaching-Learning Interaction

Defining self-esteem

LC SS
BWF A to L
WPBS 4 15

1. Handout: **Defining Self-Esteem** (A 81)

Students are to complete the handout.

Discussion Questions:
- How easy or difficult is it to define self-esteem? Why is this?
- What would be your definition of self-esteem? Why?

LC SS
BWF A to L
WPBS 4 15

2. Handout: **What Is Self-Esteem? -- Background Information** (A 63)
Transparency: **Self-Esteem Is...** (A 82)
Game: **Get the Facts on Self-Esteem** (A 83, 84)

Students are to read the background information. Use the transparency to review the material and discuss in more detail.

Play the game. First, cut the game questions into strips of one question per strip. The answers will need to be cut off and put aside. Fold and place the questions into a container. The students will draw the questions from the container.

Game Rules:
1. Divide the class into two teams.
2. Teams will score points by identifying correctly the statement drawn as fiction (false) or a fact (true).
3. A student from the team will draw a question and read it aloud twice. The team has 30 seconds to discuss the question and decide on the answer. The student drawing the question is the spokesperson for the team.
4. If the team answers correctly, they receive 1 point. If they answer incorrectly, they lose 1 point. OR, the team may choose not to answer the question and challenge the other team. If they challenge, the other team must answer within 10 seconds (they should be discussing the question at the same time the other team is discussing. If the challenged team answers correctly, they receive 2 points; incorrectly, they lose 1 point.
5. The team with the highest number of points wins the game.

It is important that brief discussion takes place during the game.

Discussion Questions:

- Why should you be concerned about your self-esteem?
- What effect does your self-esteem have on you? Your family? Your friends? Your classmates? Your co-workers?
- How do you have control over your self-esteem?

Self-awareness

LC SS
BWF A to L
WPBS 4 6 8 14 15

3. Tell students: The **first step in enhancing self-esteem is self-awareness,** that is, identifying one's own level of self-esteem. It is important to have a clear understanding of who you are.

The Lemon Exchange

Objective: To illustrate the importance of individual differences, the need for accurate observational skills, and sensitivity to personal characteristics.

Procedure:

1. Bring an adequate supply of lemons (or other fruit), and distribute one to each member of the class. Direct each person to examine his or her lemon carefully by rolling it, squeezing it, touching it, inspecting it, etc. Ask them to get to know their lemons. Encourage them to identify in their minds the strengths and weaknesses of their lemons.
2. Collect all the lemons and visibly mix them up in front of the group.
3. Spread out all the lemons on a table, and ask all participants to come forward and select their original lemon. If conflicts develop over the choices, assist the parties in reconciling their differences, or simply note the failure to agree and use that as a basis for discussion later.

Discussion Questions:

- How many are very sure you reclaimed your original lemon? How do you know?
- What parallels are there between differentiating many lemons and differentiating many people? What differences are there?
- Why can't we get to know people just as rapidly as we did the lemons?
- How sensitive to personal differences in people are we?

Closure: While holding a lemon, have the participants visualize as you are talking.
THIS LEMON IS BRIGHT YELLOW IN COLOR -- Each person can shine brightly if we can look beyond the brown spots.
THE SKIN IS FIRM AND RESISTANT TO BURSTING (drop on the table) -- We have strong barriers around ourselves. We protect ourselves from bursting with our self-esteem.
ROLL THE LEMON ON THE TABLE -- Just as we gently caress and nurture the lemon, so, too, we caress and nurture our self-esteem. This causes the juice to flow or the energy within to be released.
CUT THE LEMON IN HALF. THE AROMA IS RELEASED AND THE JUICE IS DRIPPING -- Just like when we begin to open up, we share a "drip" at a time.
THE JUICE STINGS ON MY HANDS WHERE THERE ARE CUTS -- Sometimes our self-esteem gets damaged and it stings, but it can heal with support from others.
I TASTE THE JUICE. OOO-WEE! SOUR. TART. REFRESHING. REAL! -- It puckers my mouth. Sometimes we pucker up against something unique in a person.
WHEN OPENED UP, THE LEMON IS POWERFUL -- When we step back we can give each person a chance. Appreciate them.
WHEN LEFT ALONE, THE LEMON HAS NO VALUE.

Our self-esteem is very much like this lemon. We can shine brightly as a lemon and have our barriers around us. If we roll out our protective devices, our true self will be released. We will be dripping of confidence and capability to think, decide and trust in ourselves and others. Oh, we may get stung when our feelings become exposed, but... we will have value.

LC SS M
BWF A to L
WPBS 4 8 12 14 15

4. Handout: **How High Is Your Self-Esteem?** (A 85, 86)
Handout: **Recognizing Yourself As Special and Unique** (A 87)
Handout: **A Computer View of You** (A 88)
Handout: **The People Around You** (A 89)
Handout: **Discovering Your Uniqueness** (A 90)

All of the above handouts are designed to assist the students with self-esteem self-awareness. All or some of the self-assessments may be used.

How High Is Your Self-Esteem? (A 85, 86)
After the students have completed the assessment, have them write their total true and false answers on a slip of paper, indicate whether male or female, but no names.
Have students calculate the average level of self-esteem and if there is a difference in levels between males and females.

A major study of 2,350 girls and 600 boys aged 9 to 15, the American Association of University Women found that in elementary school, 60% of girls faced the world "happy the way I am." But by high school their image and expectations had slumped. Only 20% expressed self-satisfaction. Teenaged boys self-esteem also fell, but not so precipitously: Nearly half still felt good about themselves in high school. (American Health, July/August, 1991, p. 97)

Discussion Questions:

* How can you have an effect on these factors, thereby influencing your self-esteem?
* Which of these self-esteem factors would be difficult to control? Why?
* Which of these factors would have the strongest influence on your self-esteem? Why?

The People Around You (A 89)
Tell students: We are influenced by those we spend time with. These relationships have a direct impact on our self-esteem.

Discussion Questions:

* Do others always realize how their actions affect you? Explain or give an example.
* Are you aware of how your actions affect others? Explain or give an example.
* Think for a moment. What would you say was the most fundamental message you received/receive from your immediate family about yourself?
* What is the most fundamental message you have sent/send to your family?
* Fundamental messages to friends? Employers? Co-workers?
* Do you believe that we often develop or "take on" the qualities of those we spend a lot of time with? Explain.
* How important is it to you and your self-esteem to spend time with positive people?

LC SS
BWF A to L
WPBS 4 8 14 15

5. **If the Shoe Fits...**

Objective: To illustrate the importance of individual differences and sensitivity to personal characteristics in relation to self-esteem.

Procedure: Hold up different types of shoes or show pictures/transparencies of types of shoes while reading the shoe/personality characteristics description. Students are to identify/choose one of the types of shoes that best fits them.

Shoe Descriptions:

TENNIS SHOE -- comfortable, practical person who gets things done; versatile; fits in most places; likes sports; usually has an active hobby; flexible and adaptable; helps out when needed; likes people; friendly.

WORK BOOT or HIKING BOOT -- hard worker; can take getting dirty or meeting a challenge; ready to get going; sometimes impatient; doesn't like to sit around in meetings; will do the unpleasant job if it needs to be done; usually can do many things.

DRESS SHOE -- can rise to a special occasion and be a leader; will step out in front but knows when to be a follower; careful; good manager; dependable; gets the job done in quiet manner; may speak out if disagrees.

SANDAL -- carefree; friendly; may be late but makes up for it by being enthusiastic; likes nature; knows how to relax and when to relax; hurries up to get the job done in order to do other things; calls on tennis shoe or work boot for help; has a good time; open to new ideas.

LOAFER or MOCCASIN -- cool, calm, comfortable; does the job and then pursues own interests; copes well in stressful situations; practical person; enjoys the opposite sex.

EARTH or NATURE SHOE -- a little different; creative, arty; doesn't always know what day it is; tries out new ideas; has special talents but may not relate to others at times; likes funky things; can really produce when motivated.

BAREFOOT -- nature person; enjoys physical aspects of life like eating and sleeping.

Discussion after the activity should be related to any of the following points:

- Shoes come in all sizes, shapes, and colors. People also come in different sizes, shapes, and colors. We need all types of people just like we need different kinds of shoes.
- People choose different shoes as their favorite. We do not all select the same type of shoe because we are different. We are all unique individuals and should respect other peoples' choices and decisions.
- Although most of us have a favorite shoe, we may need to try on a new shoe. New shoes may pinch or feel uncomfortable, but sometimes we need to be willing to try on a new shoe. This is also true of ideas. Sometimes we need to try out a new idea -- even if it hurts a little.
- We need to stand up for what we believe and step out in front. We need to know when to be a leader and when to be a follower. If we do not do what needs to be done, then we should not kick about what happens.
- If the shoe fits, wear it.

Source: What Do You Like About Yourself? Developing A Positive Self-Concept, Shirley Slater and Lee Cibrowski, HEEA, 1982)

Characteristics of self-esteem 6.

LC SS
BWF A to L
WPBS 4 6 8 9 10 11 12 14 15

Transparencies: **Characteristics of Self-Esteem** (A 91, 92)
Handout: **Characteristics of Self-Esteem -- Background Information** (A 64)
Handout: **Reflective Writing** (A 93)

Review the background information using the transparency as a resource/visual. Give examples of persons/situations as you explain the characteristics of high and low self-esteem.

Divide the students into cooperative learning groups. Students are to write two skits: one skit will be about a person who has low self-esteem, and the second skit will be about a person who has high self-esteem. Students should refer to their background information so they include several characteristics in the skits. Present the skits to the class and have class members analyze for characteristics of high and low self-esteem that were displayed.

Have the students use the handout as a checklist for them to evaluate their personal level of self-esteem. To maintain confidentiality, do not ask for these papers to be turned in to you. Students are to complete the open-ended statements on the reflective writing handout.

Discussion Questions:

- Why are self-esteem checklists a valuable tool in enhancing self-esteem?
  (awareness of self, know strengths to build on, know weaknesses to work on)
- How accurate is this type of self-assessment?
  (only as accurate as the person doing the assessment -- how well the person knows him/herself and how objective he/she can be)
- Does self-esteem always stay at one level?
  (fluctuates constantly, but generally stays within a given range)
- What are some things a person can do to enhance his/her self-esteem and the self-esteem of others?
- Do most all people want to enhance their self-esteem? Why or why not?

Enhancing and maintaining self-esteem

7. Handout: **Play Ball -- Focus On Your Strengths** (A 94)

Distribute the handout to each student and ask them to write down three strengths/qualities/characteristics they are proud of. Write these strengths on each of the bases.

Tell the students: Today I am going to share a tool that has proven successful in enhancing self-esteem -- instead of focusing on our weaknesses, we are going to focus on our strengths, our fast ball.

You may remember Jim Cox, the successful pitcher. When he was beginning his career his coach came up to him and asked, "Jim, what is your best pitch?" and Jim replied, "My fast ball." The coach continued, "Jim, what is your second best pitch?" Jim replied, "My curve." "What is your weakest pitch?" asked the coach. "My slider," replied Jim. "And which pitch," the coach asked, "do you work on the most?" "Well, of course I work on my weakest pitch, the slider," said Jim. "No more," said the coach. "From now on you work only on your strength, your fast ball, so that you become better than anyone else with that pitch. It's a matter of either using it or losing it."

Ask students: How many of us concentrate on our weaknesses rather than capitalizing on our strengths? I think lots of us do. But no more because we all have fast balls and we need to use them!

Divide students into cooperative learning groups. Students are to share their strengths with each other. When all have finished, ask students: Look at your strengths. What is your favorite one -- the one you like best? This is your fast ball. On the balls printed in the corner of your handout, write down your favorite fast ball -- the strength you want to build on.

When the students have finished, ask several students to "throw" their fast ball (strengths) to you (verbally tell strength). Applaud.

Closure: Self-esteem is developed when we feel good about ourselves. This happens when we recognize our strengths -- and others also recognize our strengths. Today, I hope you found one tool for enhancing self-esteem. And, when you're out there pitching, remember your bases are covered and you have your fast ball!

Note: You may add the "extras" to make this more fun and memorable -- wear a baseball uniform, bring a baseball glove or bat, sing "Take Me Out to the Ballgame", have popcorn.

LC SS
BWF A to L
WPBS 4 6 8 9 10 12 14 15

8. Handout/Transparency: **The Building Blocks of Self-Esteem** (A 95)

As a class, review the information on the handout/transparency. Then, divide students into cooperative learning groups. Assign each group one of the building blocks. They are to identify/list specific things/activities/how-to's that would be available to young people to be involved in to build self-esteem in that area/block.
Example: Connected -- have a "family night" once a month

Example: Power -- Take a public speaking or speech class
Power -- If a quiet person, force myself to speak up during class discussions

You may want to give each group a blank transparency to write their ideas on so that when presenting to the class, other students can both read and hear the ideas.

LC SS
BWF A to L
WPBS 4 6 8 9 10
12 14 15

9. Any or all of the following teaching-learning interactions may be completed by the student and processed in cooperative learning groups or as an entire class. Each interaction has it's own set of instructions for students or small groups to follow.

Handout: **The ABC's Of You** (A 96)
Handout: **Worry Buster** (A 97, 98)
Handout: **Increasing Feelings of Adequacy and Competence** (A 99, 100)
Handout: **Expand Your Support System** (A 101)
Handout: **Self-Talk -- Background Information** (A 65, 66)
Handout: **Challenging Negative Self-Talk** (A 102)

LC SS M
BWF A to L
WPBS 4 9 11
15

10. **Put-Down Hunt**

Purpose: To identify how often, when, and how people engage in putting others down.
Procedure: Select a particular time to go on a put-down hunt, such as lunch break, right after school, on the bus, an evening activity, etc.
Keep track of how many times people with whom the students come into contact with give themselves or others put-downs. Write the number down, but don't let other people know what the students are doing.
Repeat the process two or three times and have the students notice how much they become conscious of the damage of put-downs.
Have students calculate the number of put-downs per minute and determine an average per student.

Discussion Questions:

- What are some of the put-downs you heard? (Make a list on a transparency)
- If the person took the put-down literally, what would it mean? (Use some of the examples.)

- * Even when you think a person is "kidding around" when he/she delivers a put-down, what often goes through the receiver's thoughts? Why?
- * When delivering or receiving a put-down, how easy or difficult is it to know how the person meant it or took it?
- * What are the potential results from put-downs? What damage might they cause?
- * How did this activity impact your way of thinking and acting regarding put-downs?

Note: Students may want to go on a Positive Comment Hunt where they look for positive comments others give.

LC SS
BWF A to L
WPBS 4 9 10 12 14 15

11. Handout: **Affirmations -- Background Information** (A 67)
Transparency: **Affirmation** (A 103)
Transparency: **Creating Affirmations** (A 104)
Handout: **Self-Esteem Affirmations** (A 105, 106)

Review the background information. Use the transparencies in the discussion of how to describe and write affirmations.

Students are to complete the handouts.

Students may create posters of his/her favorite affirmation to display in the classroom.

LC SS
BWF A to L
WPBS 4 6 8 9 10 11 12 14 15

12. **Scrambled Sentences**
Below is a list of sentences related to self-esteem. Write each word of a sentence on individual index cards (color code sentences). Place the index cards in an envelope.

Divide students into cooperative learning groups and give each group 3 to 5 envelopes/scrambled sentences. As a group, they are to work together to form a sentence related to self-esteem.

The group should choose their favorite saying/sentence and develop a poster to depict or illustrate it. Share with the class and display.

Self-esteem Sentences to Scramble:
-Expectations we have of ourselves often set the pace for winning or losing. Peele
-There is no failure except in no longer trying. Elbert Hubbard
-You grow up the day you have the first real laugh -- at yourself. Ethel Barrymore

-A thousand-mile journey starts with one small step. Lao-tse

-Be the kind of person you would want to know.

-Set some goals and be the master of your life.

-Be the person that makes things happen instead of a person that things happen to.

-Whatever your mind can conceive and believe, you can achieve.

-Defeat may test you; it need not stop you.

-If at first you don't succeed, try another approach.

-Change your mind today and build your world of tomorrow. Kristen Zambucka

-Most people are just about as happy as they make up their minds to be. Mark Twain

-The mind is like a parachute. It only works when you open it. Robbie Katz

-Following the path of least resistance is what makes men and rivers crooked. Voltaire

-I'm not perfect but...parts of me are excellent. Diane Frey

-Whether you think you can or think you can't, you're right. Henry Ford

LC SS
BWF A to L
WPBS 4 6 8 9 10 11 12 14 15
FHA/HERO

13. **FHA/HERO Integration**

Using the Power of One planning process, students can develop a way to promote self-esteem issues within the student body/school/grade school/community. Some possible ideas might include:

* T-shirt designs contest (on poster board T-shirts) for the t-shirt that best promotes self-esteem
* Bulletin board display on self-esteem
* Put out a newsletter that highlights the positive things around school and the community
* Give certificates to those people who "promote the positive"
* Design buttons to promote a positive self-concept
* Surprise someone each week with a "thank you for being you" note
* Clip all of the positive news from a newspaper and make a display

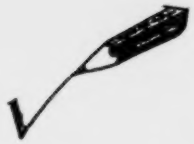
Debriefing

Content: In what ways does an individual's self-esteem impact work and family life?

What are the differences between people with high self-esteem and those with low self-esteem and do these differences affect work and family decisions?

Process: How was the process of identifying personal self-esteem beneficial to your personal, family, and work life?

How effective were the self-esteem enhancement activities in developing your ability to increase and/or maintain self-esteem?



Defining Self-Esteem

Check any of the statements you feel helps define what self-esteem means to you.

For me, self-esteem means:

____ Confidence in my ability to deal with challenging situations, despite failures and setbacks.

____ Believing in myself and my self-worth.

____ Being physically healthy and happy.

____ The ability to see my place in the world realistically and optimistically.

____ Genuinely enjoy myself and participate in a wide variety of activities.

____ A capacity for understanding my character weaknesses and working toward self-improvement of specific weaknesses.

____ Assume an active and constructive role in social groups.

____ A healthy admiration of my abilities and accomplishments.

____ Willing and eager to express myself as an equal.

____ A belief in what I can do. A positive outlook and confidence to try something new.

____ Get involved with others; be sensitive to the needs of others.

____ The ability to assess and apply my skills in a positive and optimistic manner.

____ Be flexible and adaptable in changing situations.

____ Understanding that I am of value to myself and others, regardless of the situation.

____ Admit mistakes and handle them responsibly.

____ A love of self, regardless of any specific performance.

____ Have a positive outlook; be happy, energetic, and enthusiastic; enjoy life.

____ Accepting who I am and having the courage and strength to design my life the way I want it to be.

____ Being capable of acting in my own best judgment.

____ Believe strongly in my principles and values.

____ Resist efforts of peers to dominate or control me.

____ Listen well to others needs, thoughts, and feelings.

Self-Esteem Is ...

Self-esteem is how you feel about yourself. It is a feeling that expresses itself in the way people act. Self-esteem can be observed in people in what they do and how they do things.

Self-esteem includes:

1. self-confidence -- confidence in the functioning of your mind, in your ability to think, in the processes by which you judge, choose, decide; self-trust; self-reliance
2. self-respect -- you have value; it is an affirmative attitude toward your right to live and to be happy; comfort in asserting your thoughts, wants and needs; the feeling that joy is your natural birthright.

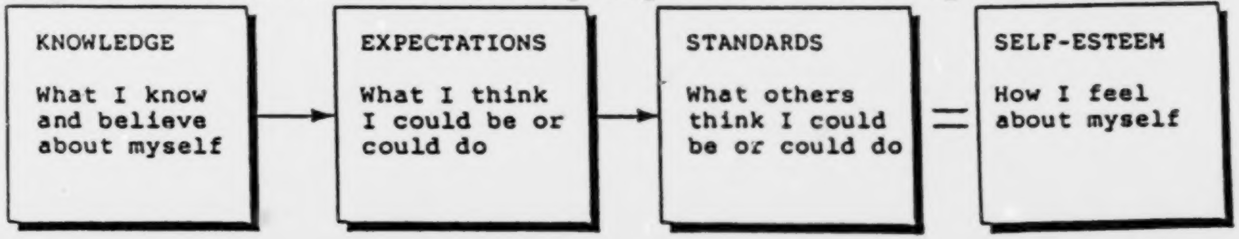
Self-esteem -- self-confidence and self-respect -- is the conviction that you are competent to cope with life's challenges and are worthy of happiness

Self-concept is what you know or believe about yourself.

The components of self-concept are:

KNOWLEDGE	"I am ...."	Facts you know or believe about yourself; your age, sex, family, friends, abilities, skills, etc.
EXPECTATIONS	"I could be ...."	Your ideal image of yourself; source of internal pressures.
STANDARDS	"I should be ..."	Other people's ideal image of you, source of external pressures.

Self-esteem involves the following sequence of thinking and feeling:



KNOWLEDGE
What I know and believe about myself

EXPECTATIONS
What I think I could be or could do

STANDARDS
What others think I could be or could do

SELF-ESTEEM
How I feel about myself

Get the Facts on Self-Esteem

1. A person with high self-esteem is fundamentally satisfied with the type of person he or she is, yet may acknowledge his or her faults while hoping to overcome them.

   Answer -- Fact

2. Self-esteem is a stable, unchanging personality characteristic.

   Answer -- Fiction
   Self-esteem is a fluctuating aspect of personality, subject to many changes during life events, crisis, and major life transitions.

3. One's history of prior successes and failures plays a key role in the formation of self-esteem.

   Answer -- Fact

4. A person's self-esteem depends largely on the quality of family relationships, experiences of connectedness to others, opportunities for success, and positive evaluative feedback from others.

   Answer -- Fact

5. We inherit self-esteem.

   Answer -- Fiction
   People are not born with high or low self-esteem. Life experiences develop self-esteem.

6. Self-esteem appears to serve an important role in protecting the core of the self from the potentially damaging effects of negative life events and to encourage an optimistic, hopeful approach in the formation of relationships and the expansion of one's competencies.

   Answer -- Fact

7. Your self-esteem will determine how successful you will be in life.

   Answer -- Fact (to a large extent)
   To a large extent, this is true. People who feel good about themselves tend to take more risks. They tend to try different methods and observe situations from different perspectives. They feel good about themselves. They are more open about the decisions they make and find their decisions easier to live with. Many people with poor self-esteem are more concerned about protecting themselves than looking for solutions. They react to situations in more controlled ways. As a result, they succeed less often.

8. People with high self-esteem rarely encounter problems.

   Answer -- Fiction
   Research suggests that people with high self-esteem deal more effectively with problems. They perceive problems as being manageable, while people with low self-esteem perceive problems as being overwhelming.

9. Low self-esteem and related feelings of depression have been linked to being vulnerable to negative peer pressure, drug and alcohol abuse, sexual promiscuity, peer violence, and poor school performance.

   Answer -- Fact

10. One characteristic of low self-esteem appears to be a sense of hopelessness about the future -- young people who do not look ahead with eager anticipation and are thus unable to form meaningful personal goals and are likely to give up easily in the face of difficulties.

    Answer -- Fact

11. Increasing or enhancing self-esteem is relatively easy.

    Answer -- Fiction
    Increasing self-esteem is more difficult than it might appear to be. The level of self-esteem contributes to the willingness to take risks, to expectations about success or failure, and to predictions of one's effect on others. Feelings of self-worth provide a protective shield around the self. People who evaluate themselves positively tend to deflect negative messages that are not in agreement with that self-evaluation. So if they experience failure, they are more likely to blame the failure on the task, the amount of time given to complete the task, the other people involved, or the criteria used for evaluating success or failure. People with low self-esteem will see the same type of failure as additional evidence of their lack of worth. To increase self-esteem takes time, self-aceptance, love and support from others, setting and achieving realistic goals, and positive experiences.

12. Children who do not experience consistent, predictable messages of love and acceptance from parents are considered at risk for self-esteem and other aspects of healthy ego development.

    Answer -- Fact

13. After the first years of high school, most adolescents have a rather positive sense of their self-worth. They recognize that they have areas of strength and weakness, but they accept themselves and their individuality.

    Answer -- Fact

How High Is Your Self-Esteem?

Directions: Mark with a "T" if true and with an "F" if false as it normally relates to your thinking.

____ 1. I am more concerned with meeting the needs of others rather than meeting my own needs.

____ 2. I feel my school work/part-time work has progressed more because of luck and not because I deserve it.

____ 3. I often find myself thinking, "Why can't I be more successful?"

____ 4. I consider it a failure when I do not accomplish my goals.

____ 5. Receiving compliments makes me feel uncomfortable.

____ 6. When others are nice to me I often feel suspicious.

____ 7. Giving others compliments about their strengths often makes me feel uncomfortable.

____ 8. I am uncomfortable, many times fearful, of new experiences.

____ 9. It is difficult to see other students/part-time workers given awards, higher grades or promotions because I often feel I am more deserving.

____ 10. I do not necessarily believe that our minds have a direct influence on our physical well-being.

____ 11. When things are going well, they usually will not last for me.

____ 12. I seldom find time for personal growth and development and the use of skills that interest me.

____ 13. I place a high value on what others think of me.

____ 14. I like to impress my teachers/supervisors at my job.

____ 15. I am jealous of what others have or what they have going for them.

____ 16. I find it difficult to face up to my mistakes.

____ 17. I often compare myself to others.

____ 18. I am not always saying what I mean, or expressing feelings and opinions honestly.

____ 19. In relationships I am often very possessive of the other person(s).

____ 20. It's easy for me to put others down in order to make myself feel or look better.

____ 21. I find it hard to say I am sorry.

____ 22. I tend to accept change in my life slowly because of fear.

____ 23. Procrastination is a good word to describe my work habits.

____ 24. I really don't feel good about my body. Taking care of my body (exercise, good food, medical and dental attention) is not a priority for me.

____ 25. I often find myself thinking, "Why even try, I won't make it."

____ 26. When a teacher/boss praises me, I usually do not believe him or her.

____ 27. I do not think my fellow students/co-workers at my part-time job want me to do well.

____ 28. I avoid people who I think don't like me.

____ 29. I don't take time for friends and social activities.

____ 30. My attitude toward life could improve.

____ 31. If honest with myself, I tend to blame my parents for how my life is turning out.

____ 32. I am struggling in my family relationship.

____ 33. I find it difficult to look for the good in others.

____ 34. I do not think people can change their attitudes.

Add up all your TRUE and FALSE statements:

TRUE _______ FALSE _______

If you scored over half of the items "True", you may want to spend some quality time with yourself, talk with a parent/counselor/teacher/trusted friend regarding some of the questions and how you answered them. Think and talk about why you may have some of these feelings and how it impacts your life.

If the majority of your answers were "False", you seem to have good self-esteem and are on your way to taking control of the direction you want your life to go. You are in control of managing yourself and your life.

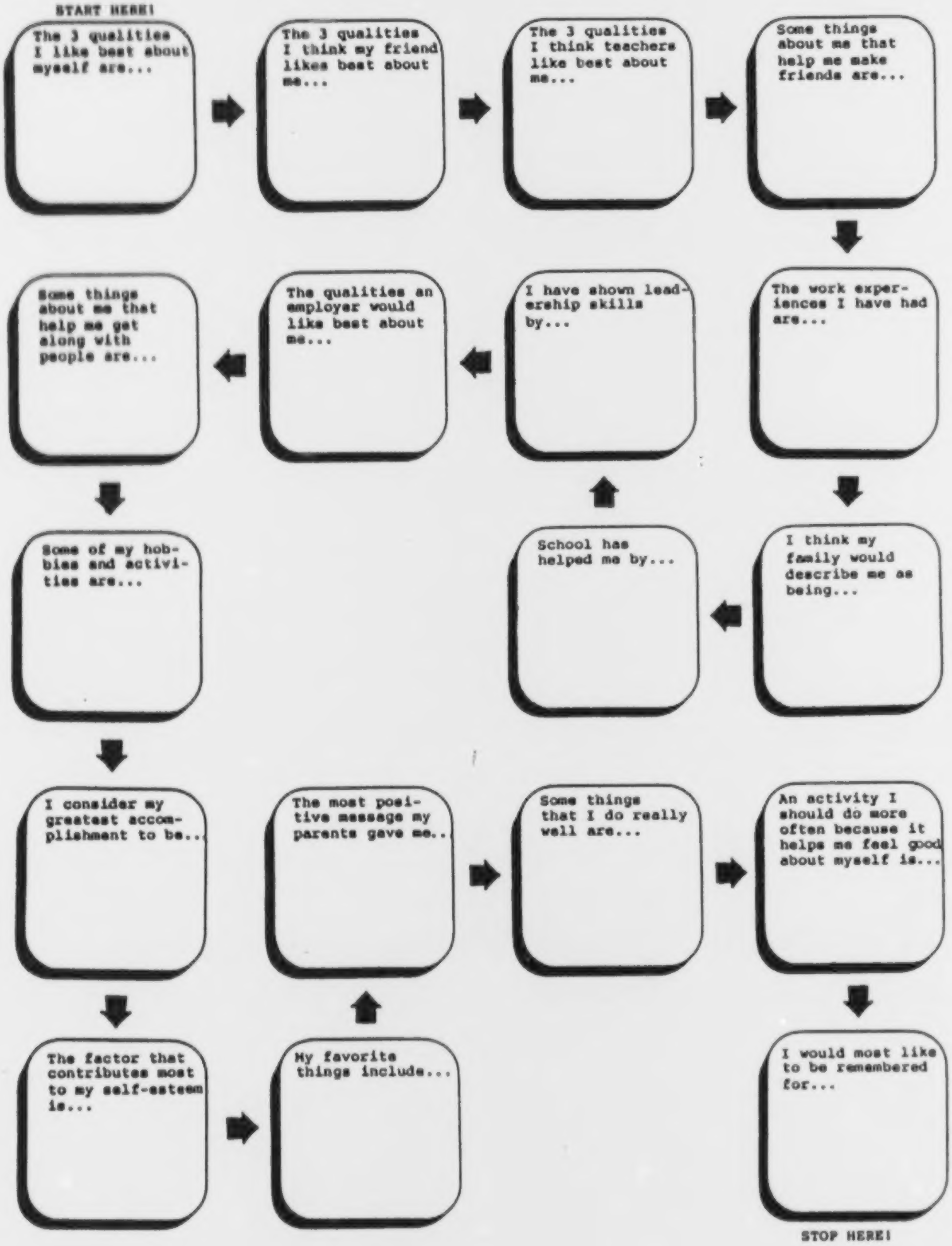
Directions: Answer these questions.

1. How can you have an effect on these factors, thereby influencing your self-esteem?

2. Which of these factors would be difficult to control? Why?

3. Which of these factors would have the strongest influence on your self-esteem? Why?

Recognizing Yourself As Special and Unique



START HERE!

The 3 qualities I like best about myself are...

The 3 qualities I think my friend likes best about me...

The 3 qualities I think teachers like best about me...

Some things about me that help me make friends are...

The work experiences I have had are...

I think my family would describe me as being...

School has helped me by...

I have shown leadership skills by...

The qualities an employer would like best about me...

Some things about me that help me get along with people are...

Some of my hobbies and activities are...

I consider my greatest accomplishment to be...

The factor that contributes most to my self-esteem is...

My favorite things include...

The most positive message my parents gave me...

Some things that I do really well are...

An activity I should do more often because it helps me feel good about myself is...

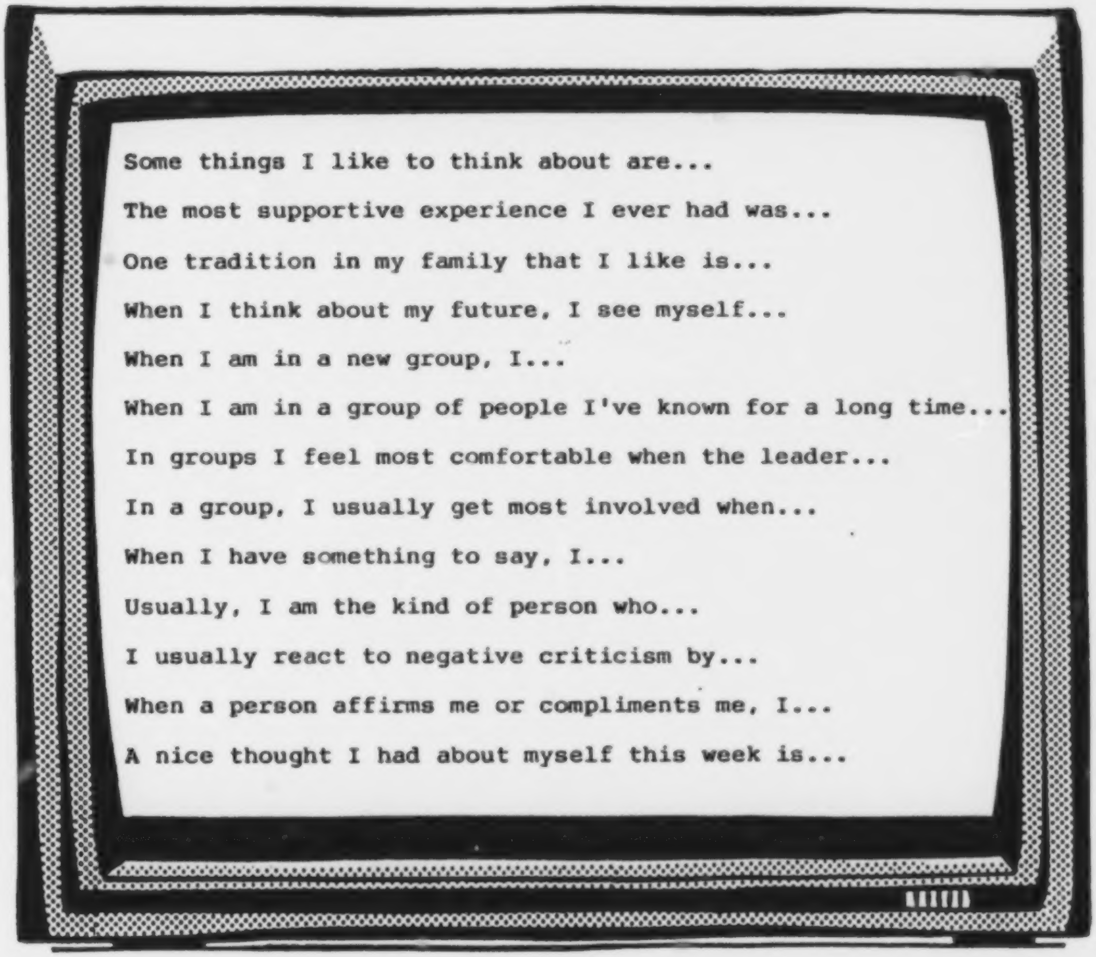
I would most like to be remembered for...

STOP HERE!

Life Management Skills A 88
TLI # 4 / Handout

A Computer View of You

Your computer is ready for you to record your personal data. Place a blank disk in the slot, flip the switch on, and press the "Enter" key. "Type" information about yourself on the monitor below.



Some things I like to think about are...

The most supportive experience I ever had was...

One tradition in my family that I like is...

When I think about my future, I see myself...

When I am in a new group, I...

When I am in a group of people I've known for a long time...

In groups I feel most comfortable when the leader...

In a group, I usually get most involved when...

When I have something to say, I...

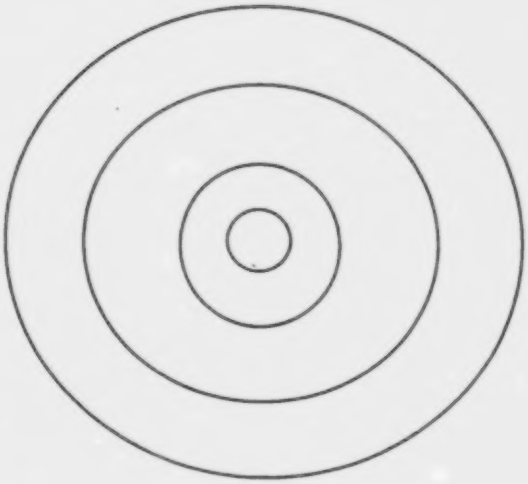
Usually, I am the kind of person who...

I usually react to negative criticism by...

When a person affirms me or compliments me, I...

A nice thought I had about myself this week is...

The People Around You



- Put your name or initials in the center circle.
- In the circle around the center circle, put the initials of those people you are closest to.
- In the third circle, put initials of others you spend time with.
- In the outer circle, put initials of people with whom you spend a limited amount of time.

- Pick the 3 or 4 people you spend the most time with or are closest to and identify some positive and negative qualities of each person.

- We are influenced by those with whom we spend time. Do you want to develop some of the qualities of the people you listed? Which qualities? Why? Which qualities do you not want? Why? How do these people make you feel about yourself?

Discovering Your Uniqueness

Directions: Select one of the following activities to complete and present to the class.

MAKE A SCRAPBOOK
Make a scrapbook that represents you and your life. Include some or all of the following: your name, signature, nickname, life's motto, own logo, family tree, family memories, school memories, special memories, school activities, collections, best advice, people who influence you, items you would put in a time capsule, favorite songs, favorite clothing, favorite colors, favorite hair style, favorite movies and television shows, favorite sayings, favorite books, favorite cars, favorite foods and snacks, favorite jokes, jobs, hobbies. Design a cover for your scrapbook.

NEWSPAPER IDENTITY
Compose an autobiographical sketch of self using words, phrases, sentences, or pictures from newspapers. Cut out and glue onto a large sheet of construction paper. Answer the following questions in writing: 1.) How did the words/phrases you came across and/or cut out help you gain insight into yourself?, and 2.) Share your poster with a close friend and get his or her reaction to your word choices. Were the friend's comments in agreement with how you chose to describe yourself?

MYSELF COLLAGE
Construct a personality collage of yourself. Include pictures or words from the following ideas: magazines, your own doodles or drawings, cartoons, poems, short verses or phrases, photographs, and other items. You may use your imagination and creativity and build it on any of the items listed or something similar: poster board, piece of wood or paneling, in a notebook, on or in a box, paper bag, physical object such as a guitar, golf club, fabric scroll, mobile, etc. However you choose to build your collage, it needs to answer the following questions: 1.) How do I see myself?, 2.) How do I think others see me?, 3.) How do others see me?, and 4.) How would I like to be?
Remember to include qualities such as moody, energetic, quiet, concerned, happy, etc., and not just things that you enjoy doing. If you are especially talented with poetry, a poem answering all the questions with key pictures or illustrations could be substituted for the collage.

MOBILE
Design a mobile that represents you and how you like to spend your time.

ME TREE
Design a Me Tree that represents you and your family and friends. The tree should show the influences on your self-esteem from these sources.

TELEVISION INTERVIEW
Work with another student and pretend you are being interviewed on a national television network by a famous talk show personality. Answer the interview questions as honestly as you can.
Interviewer Questions:
Good evening! Thank you for joining us tonight. We would like to start the interview by having you tell us about the best day of your life so far.
What is your greatest accomplishment to date?
Could you tell us about your greatest failure and what you learned from it?
What is the most important material item you own and why is it important?
If you could be someone else, who would you want to be? Why?
What is one belief or value you would never give up? Why?
What advice would you give to the people in our audience today on topic of life management skills and the balance of work, family and school?
Thank you for joining us tonight and sharing some of yourself with us. Good luck in the future.

Characteristics of Self-Esteem

Low Self-Esteem

* rejects self
* dissatisfied with self
* lacks self-respect
* feels inadequate
* feels powerless
* feels unwelcome, ugly
* feels dumb, incompetent

Behaviors of Low Self-Esteem:

1. Are touchy, supersensitive, easily and deeply hurt by criticism or blame. Can't stand being laughed at. Are quick to shift blame from themselves to somebody else or to outside circumstances.
2. Find it hard to meet new people and start conversations.
3. Often deeply pessimistic. Don't try anything. Avoid situations that provoke anxiety. Convinced they're going to fail.
4. Assume others don't like them. Feel generally passed over and misunderstood.
5. Don't trust people. Has little faith in human nature.
6. Tend to hide behind a front; adopt a special image to meet the public; play roles in conversation.
7. Are lonely and feel somewhat isolated. Don't know how to give; don't share with others freely, fully and spontaneously. They don't feel anyone wants to share with them.
8. Does not believe they have any abilities; demeans talents;
9. Easily influenced by others; follows most any crowd that will accept him or her.
10. Becomes defensive and easily frustrated.
11. Exhibits a narrow range of emotions; expresses a lot of "I don't care" responses.

Characteristics of Self-Esteem

High Self-Esteem

- * respects self
- * considers self worthy
- * does not necessarily consider oneself better than others, but definitely not worse than others
- * recognizes strengths, limitations, and expects to grow and improve

Behaviors of High Self-Esteem:

1. Has an interest and trust in people. Respects oneself and others.
2. Compensates; learns to make strength out of weakness; tolerates frustration well. Thinks positive.
3. Able to enjoy the humorous aspects of life, in self and others.
4. Talk honestly and openly to people.
5. An attitude of openness to and curiosity about new ideas, new experiences, and new possibilities of life.
6. Strive to understand the causes of low self-esteem and aspire for self-improvement.
7. Takes pride in own accomplishments.
8. Acts independently; assumes responsibility easily.
9. Feels capable of influencing others; comfortable in empowering others.
10. Exhibits a broad range of emotions.

Reflective Writing

I found out ...

I think it is important that I know...

It was no surprise to me ...

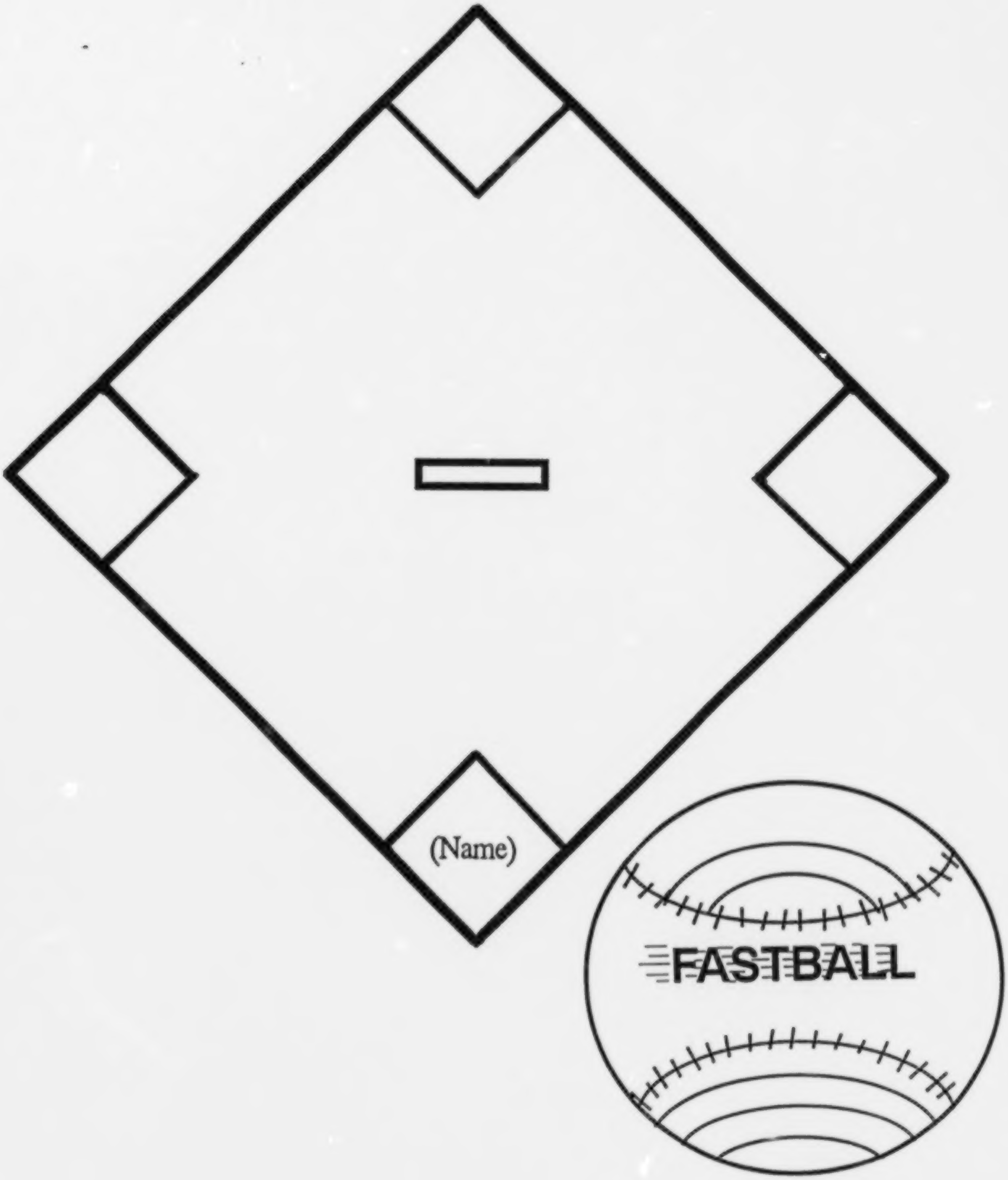
I was surprised ...

I am concerned ...

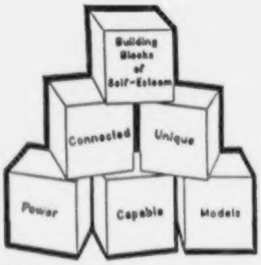
I want to use this information in the following ways ...

Life Management Skills A 94
TLI # 7 / Handout

Play Ball -- Focus On Your Strengths


(Name)
FASTBALL

The Building Blocks of Self-Esteem



Accept Yourself as Special and Unique

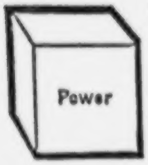
Know your strengths.
Respect yourself and value your performance.
Accept your limitations. Make a plan to improve the things you can change.
Think positive thoughts.
Use positive self-talk.

Recognize Your Capabilities

Know that you have the skills and abilities to be successful in completing tasks.
Know that you have the skills and abilities to successfully develop and maintain relationships.
Give yourself credit for doing things well.

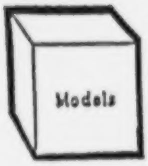
Develop a Sense of Connectedness With Others

Cultivate relationships with others who support you.
Reach out to others.
Get involved; volunteer to use your skills.
Maintain positive relationships with effective communication skills.
Share your feelings of warmth and caring, security, humor and good will.



Take Control of Your Life

Know that you can exercise influence on what happens in your life.
Take responsibility for your behavior.
Take charge of making decisions that affect you.
Meet challenges; allow yourself to make mistakes; learn from them.
Develop new skills.



Develop a Workable Set of Values, Goals and Standards

Know your values and examine the consequences of them.
Set realistic goals.
Clarify your standards and live up to them.
Use your values, goals and standards in making decisions and solving problems.

The ABC's Of You

Directions: Use all of the letters of the alphabet to describe yourself, such as, "A", active; "C", confident; etc.

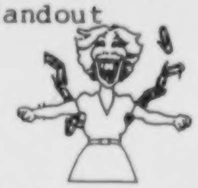
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Directions: Write the letters of your initials below. Use descriptive words to give yourself a "new name".
Examples: SS = Super Sport; HHM = Happy Hungry Molly

Your Initials:

Your new, descriptive name:

Worry Buster



Worries can take a toll on a person's self-esteem. Worry "drags" a person down mentally, emotionally, and physically. Too much worry can lead to stress which can also have a negative impact on self-esteem.

In the space below, write down everything you worry about. Include such things as personal health, family, career decisions, grades, school, part-time work responsibilities, household and family responsibilities, community or world issues, relationships, appearance concerns, and trivia.

It is important to **practice worrying wisely**, that is, expending energy on those issues which you can control and on those things that are important to you.

Survey your list of worries and transfer each worry to the appropriate pane of the **WORRY WINDOW.** Use the printed explanation in each pane to determine where to place each worry. The two main questions are: **Is this worry really important? Is this worry in my control?**

Important; Can Control	Important; Can't Control
Not Important; Can Control	Not Important; Can't Control

* If pane one is filled, reevaluate how important each worry actually is to you. Priortize the worries in pane one from #1 being the most important worry down to the least important worry.

  Take the time to develop a plan of action to handle the most important worries that you have control over.

  Plan of Action:

  1. Identify concerns
  2. Set a goal
  3. Form a plan of action:
     * Who
     * What
     * When
     * How
     * Why
     * Where
  4. Act
  5. Follow-up and evaluate

* If pane two is filled, how can you either gain more control of the worry and have it move to pane one or deciding to let the worry go because of having no control over it?

* If pane three is filled, recognize that these worries are neither important, nor in your control. It is a waste of time to worry about these worries. These are considered "5¢" worries/problems and should not be given "$5.00" worth of your time and energy. These worries should be crossed off of your list and wiped off of your mind. Which worries can be crossed off?

* Pane four is similar to pane three in that the worries are not important, thus should be crossed off of your list. Having or not having control over the worry has no effect on the importance of the worry.

* When you find yourself worrying about something, visually recall (or on a piece of paper) the Worry Window and "plug in" your worry to the appropriate pane. You can then respond appropriately with your time and energy.

Increasing Feelings of Adequacy and Competence

In the process of enhancing or building self-esteem there are many little things a person can do, as well as big ways to work toward this goal. Each person has to choose and develop those ways that are appropriate and meaningful for him or her.

Following is a list of ways to enhance and maintain positive self-esteem -- ways to increase feelings of adequacy and competence. As you read each statement place a check mark in the second column if it appeals to you as a technique you might want to try for yourself. You may check as many as you want. When you have read the entire list, use the first column to mark your top five techniques.

___ ___ 1. Look for the choices inherent in each situation or relationship. Remember that you always have choices over how you feel, react, and face life.

___ ___ 2. Affirm yourself from within. You can learn not to question your fundamental worth and adequacy as a human being.

___ ___ 3. Stop internal comparisons of yourself with others. You can learn to value your individual differences and unique contributions.

___ ___ 4. Put emotional investment only into things in which you have a measure of control.

___ ___ 5. Build a network of supportive relationships. These are people or groups aware of your abilities and aspirations that you can call on to help you. Support groups may be educational, religious, social, or medical. Think about these relationships:
* Are they a positive influence on your life?
* Are they available to spend quality time with you?
* Would it be more beneficial to look for new relationships?

___ ___ 6. Look for your contributions to each relationship and situation. Notice where your responsibility lies.

___ ___ 7. Look for ways to see the positive aspects of difficult or unpleasant situations or relationships. Respond to the positive.

___ ___ 8. Keep alert for situations in which you feel powerless, so that the feelings can be named and choices discovered to claim your power to respond appropriately.

___ ___ 9. Daily acknowledge and collect the things that bring you happiness and those things which you do adequately. Keep a list and review it often.

___ ___ 10. Surround yourself with positive people; create a positive environment.

___ ___ 11. Be your own best friend, even when you make a mistake or "blow it".

___ ___ 12. Acknowledge your own accomplishments.

___ ___ 13. Learn new things.

___ ___ 14. Have an expert image consultation -- hair, colors, wardrobe, exercise.

___ ___ 15. Practice/learn effective communication skills; ask for things when you want something; when rejected, do not take it personally.

___ ___ 16. Learn to laugh at yourself; find the humor in everyday events; learn to take some things less seriously.

___ ___ 17. Forgive yourself when you make mistakes; forgive others as well.

___ ___ 18. Assess each situation. Really look closely as to what is going on. Detached, accurate observations are essential for improvement and growth.

___ ___ 19. Solicit feedback from others; don't keep things bottled up.

___ ___ 20. Identify your values and standards and make them a priority in your life.

___ ___ 21. Read positive materials; listen to positive tapes, music, television programs.

___ ___ 22. Improve your ability to meet new challenges and take risks; accept the challenge of change.

___ ___ 23. Honestly express your strengths, talents, and skills.

___ ___ 24. Make yourself do things without waiting for others to suggest action; be a self-motivator.

___ ___ 25. Begin each day with a positive attitude.

___ ___ 26. Learn to turn negative thinking around. Ask yourself, "What is going on? Why am I feeling ...?" Choose your reactions -- be proactive instead of reactive.

On your checklist, you have marked the five most important techniques you would like to use in your life. For the following section, choose the one that is most important to you. Write it below.

Develop a **Plan of Action:**

1. Identify a concern

2. Set a goal

3. Form a plan of action:
    * Who
    * What
    * When
    * How
    * Why
    * Where

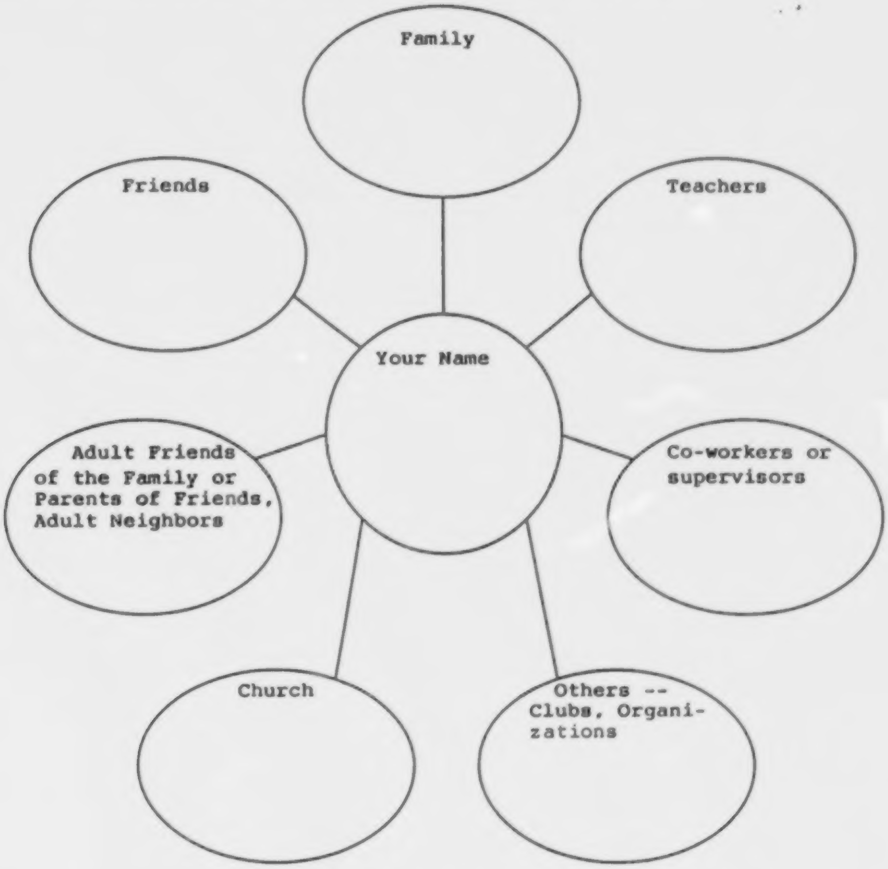
4. Act

5. Follow-up and Evaluate

Expand Your Support System

Not only do people currently in your life help support your self-esteem but also those who have nurtured you in the past are useful in building positive feelings about youself. All those who provided support bring with them certain attitudes and skills which can help you cope with daily life. Many of these qualities you have integrated into your own behavioral patterns so that even when these people are not in your current life, you carry them with you through what you learned from them. The more aware you are of your resources, the better your coping and the higher your self-esteem. Create a positive environment for yourself. Surround yourself with positive people.

In each oval, write the names of people who support you in that area. Off to the sides of the ovals jot down ways in which they provide support. Some ovals may be blank if you have no support in that area.


Family
Friends
Teachers
Your Name
Adult Friends of the Family or Parents of Friends, Adult Neighbors
Co-workers or supervisors
Church
Others -- Clubs, Organizations

- Could you call on the people you listed anytime for support? Do they provide the type of support you want?

- What are the ways your support system can help you?

Life Management Skills A 102
TLI # 9 / Handout

Challenging Negative Self-Talk

Self-talk can be helpful or not helpful to us as we go about our daily lives and attempt to achieve a satisfying life. We can change our self-talk to be more positive. Put-down self-talk can have a negative effect on our confidence and our personal productivity. The put-downs of self can distort our way of thinking or cause us to overgeneralize what is really happening. This negative self-talk often prevents people from moving ahead in life because they continue to think of themselves in distorted or overgeneralized ways.

1. Write down several non-productive, negative put-down self-talk examples or self-estimates or traits.

   Examples: I'm always late.
   I'm so disorganized.

2. Choose two examples from your list. List three situations where that trait was not/is not exhibited in your life.

3. Using the same examples as above, list three situations where that trait was/is exhibited in your life.

4. There are four specific ways to **challenge negative self-talk.** Using any of your examples from the first question, explain ways to challenge the self-talk through each of the following techniques:

   Nurturing

   Reality Check

   Rephrasing

   Change Channels

Affirmation --

Any strong, positive
statement that helps us
to begin thinking
about ourselves
in new, positive ways.

Creating Affirmations

1. Keep it short and simple.
2. Use only positive words.
3. State as if it already exists.
4. Be specific about end result
5. Create one you can believe.
6. Write the statement.
7. Be open to receive your goal.
8. Say and visualize frequently.
9. Put full energy into it.
10. Create an image of end result.
11. Celebrate the results.

Self-Esteem Affirmations

Everyone has many positive qualities but does not often take the time to identify them and recognize the impact of these qualities in their lives.

Circle the words that describe HOW YOU ARE TODAY. These are your personality strengths. Allow yourself to be objective and realistic.

accepting
achieving
active
adventurous
affectionate
assertive
ambitious
articulate
attractive
attentive
aware
calm
careful
caring
cheerful
committed
confident
compassionate
considerate
congenial
courteous
cooperative
conscientious
creative
considerate
dedicated
determined
disciplined
dependable
dynamic
dedicated
different
encouraging
efficient
energetic
empathetic
entertaining
enthusiastic
enterprising
expressive
fair-minded
flexible
forgiving
friendly
good-natured
gentle
genuine
helpful
hopeful
happy
honest
humorous
intuitive
imaginative
important
insightful
independent
influential
intelligent
knowledgeable
likeable
logical
loyal
mature
outgoing
optimistic
open
original
organized
open-minded
patient
perceptive
persuasive
persistent
productive
poised
precise
professional
relaxed
receptive
responsible
reassuring
realistic
respected
sensitive
self-confident
self-aware
sincere
smart
supportive
serious
skillful
spontaneous
strong
sociable
sympathetic
thoughtful
trusting
tolerant
thoughtful
truthful
unique
warm

What You Were
You are the result of all the people and factors that influence your life. You are the child of your parents who were children of their parents. Besides all that, you have learned many behaviors that have become part of you that have little to do with your parents. You are the sum total of your heredity and your learned behavior -- and you are MORE THAN THAT! You are a person who is different from anyone ever born. You are everything that has shaped you. But, you add your own uniqueness.

What You Are
You are different today. You are not the same as you were an hour ago. You are changing. You are different. Even your body cells are dying and being replaced at a rate of thousands per minute. Who you are can accurately be stated only at this very moment in time. You are a changing, dynamic individual -- different from all others. And, you are different from who you were yesterday.

What You Will Be
Tomorrow you will be different from now. The change may be small and hardly noticeable -- but you will change. In some ways, you change naturally, without conscious decision. Some situations force you to use rational thinking and imagination to change. You are always becoming YOU.

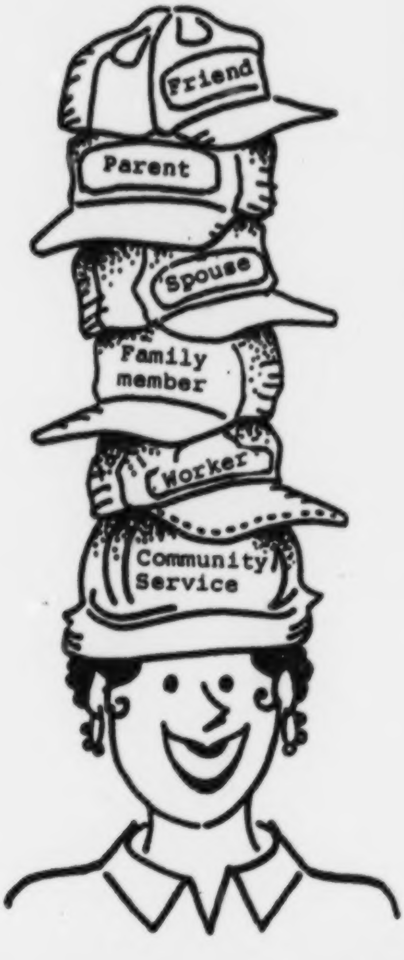
The Challenge of Changing
"I am beginning to sense that success is not something that I achieve (after much hard work at some future day). I am sure that 'being successful' is simply accepting the progress I have already made and who I already am -- at this moment. I now assume the attitude of being successful."
(JIST Works, Inc., 1991, Indiana.)

Self-Esteem Affirmations

- * I am optimistic about life; I look forward to and enjoy new challenges to my awareness.
- * I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
- * I am actively in charge of my life and direct it in constructive channels.
- * I am choosing to judge myself in positive ways.
- * I am proudly being true to myself more and more each day.
- * I am proudly and confidently setting high expectations for myself.
- * I am enjoying seeing the good in myself and others, today and every day of my life.

Directions: Write 4 positive affirmations on the note cards below using some of the words/qualities you circled in the previous exercise. One of the four affirmations may be selected from the above affirmations if one of them particularly appeals to you.

Multiple Roles of Individuals


Friend
Parent
Spouse
Family member
Worker
Community Service

Multiple Roles of Individuals

Perennial Problem

What to do about work and family roles?

Practical Problem

What should be done about recognizing the multiple roles and responsibilities of individuals and family members?

Learner Outcomes

The learner will:

1. Examine the multiple roles and responsibilities of individuals and the impact on work and family decisions.
2. Recognize the impact that the family life cycle stages and career stages have on the roles and responsibilities of individuals and family members.
3. Analyze the effect gender roles have on work and family decisions.
4. Recognize common male and female expectations in our culture and examine how these may be limiting in family relationships, in personal relationships, and in the workplace.
5. Evaluate personal perceptions of male and female traits and how they impact his or her personal life.

Supporting Concepts

Roles Throughout the Life Cycle
- Identifying roles
- Family stages
- Career stages
- Work and family responsibilities
- Multiple roles
- Roles and responsibilities in the community

Gender Roles
- Identifying gender roles
- Sex-role stereotyping
- Influences on gender role development

Resources

Connie Sasse, Families Today, Glencoe Division of Macmillan/ McGraw-Hill School Publishing, Copyright 1994.

Ellen Galinsky, James Bond, and Dana Friedman, The Changing Workforce, Families and Work Institute, New York, 1993.

How Schools Shortchange Girls, The AAUW (American Association of University Women) Report, 1992.

Stalled Agenda: Gender Equity and the Training of Educators, American Association of University Women, June, 1991.

Ginny Felstehausen, Editor, Work and Family: Educational Implications, Yearbook 11, 1991.

Terri Apter, Working Women Don't Have Wives, St. Martin's Press, New York, 1993.

Arlie Hochschild, The Second Shift, Avon Books, New York, 1989.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Roles Throughout the Life Cycle

Background Information

Identifying Roles

People who study relationships have noticed that roles have a strong effect on relationships. A role is an expected pattern of behavior associated with a person's position in society. No one has just one role; each person has many.

Roles help people know how to act in different situations. When you're with friends, do you talk and act the same way that you do when you're with your family? Chances are you don't, at least not all the time. As you think about it, you'll realize that you change your behavior to suit many different situations. In other words, you take on different roles.

You may be surprised at the number of roles you have if you try listing them. Family roles are probably the most obvious ones. A person can have several roles within the family. A woman, for example, could be a wife, daughter, mother, sister, aunt, and cousin. What roles might a teen have in a family? Many other roles occur outside the family.

Roles are either given or chosen. A given role is one that is automatically acquired. At birth a person becomes a son or daughter. The role of brother or sister occurs if there are other children in the family. Many other roles are automatic, too. Your roles as student, consumer, and citizen are all given ones.

A chosen role is one that is deliberately selected. People choose to marry and become husbands and wives. They may choose to become parents by having children. They become employees when they decide to take jobs.

What you know about roles you have learned. Families provide much of this information. Children learn what it means to be a father or mother by watching their parents. They also develop ideas about the roles of husbands and wives. They look up to older sisters and brothers in order to follow their example. Outside the family, people look to others for role information. You might watch a student leader, a fellow employee, or a friend to learn about behavior that goes along with different roles. The people you learn from are called role models. They shape your thinking, giving you examples of behavior to copy. In turn, you serve as a role model for others.

When you learn about roles, you decide how you want to behave in different situations. You also develop ideas about what other people should be like and how they should behave. The behavior you anticipate is called a role expectation.

Sometimes ideas about roles and role behavior are inaccurate. They turn into generalities that don't apply to all people. A stereotype is a standardized idea about the qualities or behavior of a particular category of people. Stereotypes are often linked to physical features or ethnic backgrounds.

Stereotypes can be annoying, but they can also be destructive. The stereotype of the "wicked stepmother" and the "spoiled only child," for example, can prevent stepmothers and only children from being seen as individuals. If you judge someone on the basis of a stereotype, you are very likely to be wrong. If you go one step further and talk about or mistreat that person, you are hurting the individual, and that's definitely wrong.

Because people learn roles from so many different sources, each person's view is not always the same. Suppose a young man grew up in a household where all the cooking and cleaning was done by his mother and sisters. He never did this kind of work. Eventually, he marries a woman who believes partners should share household tasks. He doesn't see the work as his job. The two obviously have different attitudes about the roles of husband and wife. Their disagreement over role expectations is called role conflict.

One of the reasons that people view roles differently is that roles change over time. The image of what a father should be, for example, has slowly changed over the years. Fathers are more involved with their children than they used to be. People don't see and accept role changes like this at the same rate. Therefore, any two people could view a role differently at any point in time.
Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Pages 105-109 were reprinted with permission

Family Stages

Stage 1: The Couple

- Begins at marriage and ends with the birth of the first child
- Couples (married or unmarried) without children would remain in this stage throughout the course of the relationship
- Conflicts and home-related pressures are low; no parent role
- Working couples probably have two major roles at this point: spouse and employee; have a great deal of freedom to come and go
- Some other roles such as leisure time, son or daughter, or friend may also be important, but would rarely be as demanding or time consuming as a role of a parent
- Satisfaction and happiness are higher, on the average, during the couple stage than at any point later in the family life cycle

Stage 2: Expanding Circle

- Starts with the birth of the first child and ends with the birth of the last child
- Transition into parenthood is one of the greatest adjustments a two-career couple has to make
- The birth of a child puts a lot of strain on a marriage and changes the basic roles and relationship
- Role expansion: to be the parent of the child; in relation to the other partner/parent; in relation to the myriad of other people whose lives overlap the child's -- grandparents, child care providers, teachers, playmates, other parents; involves a network of relationships
- Prior to parenthood, a couple has a great deal of autonomy (without outside control, self-governing); could be away from home as much as pleased, either together or individually; at home they could work, be together, or relax without interruption.
- With the birth of the first child, the couple becomes interdependent. Simple matters like leaving the house, getting ready for a before-work meeting, require advance planning and cooperation in the context of children
- Infant's physical needs need to be met; a more time-consuming aspect of parenting than most people anticipate
- Reduction in leisure time as individuals and as a couple; reshapes patterns of leisure activities together; if leaving the child in child care all week, reluctant to do more of that on weekends
- Psychological dimension: the ever-present knowledge that one is responsible for the well-being of another person; constant awareness that someone is depending on you 24 hours a day; signals the loss of personal freedom or autonomy
- Communication patterns change to interrupted periods of talk with remarks, questions or demands

- Men often experience unexpected conflicts about their jobs and the balance of professional and domestic commitments; question the adequacies of their salary; recognize that children are expensive
- Women often experience expected conflicts about their jobs and the balance of professional and domestic commitments
- Patterns of initiating sexual activity change; more so, it had been equally shared, now increasingly becomes a male task
- Can separate employee and spouse roles, but difficult, if not impossible to separate the spouse and parent roles; the roles are in constant competition, intruding on each other and wanting more attention

Stage 3: Peak Stage

- When there are two or more preschool children in the family
- Pressures and responsibilities rise dramatically; generally, the woman bears the brunt of this
- Mother is rarely able to spare even a few minutes to herself
- Only thing more demanding than a young child is two of them; as one child plus one child equals three things to deal with -- the first child, the second child, and the interaction between the two
- At this point some women tend to drop out of the work force; leaving the work force precisely at the time they have acquired years of experience and are becoming the most valuable to their employers

Stage 4: Full House

- Begins when the youngest child enters school and ends when the oldest child leaves home
- Time pressures are great; home demands are still considerable; children are becoming involved in activities that call for parent involvement
- Many women make the decision to return to work
- Satisfaction and happiness are at their lowest point
- Conflicts begin to grow

Stage 5: Shrinking Circle

- Family begins to get smaller; begins when the first child leaves home and ends when the last child departs
- Important transitional period as partners begin to define their identities less as parents and more as independent people/couple
- More women employed during this time; conflict is still rising
- Satisfaction almost returns to its high stage one level
- Children are almost adults; relatively self-sufficient; may be relating to their parents as friends rather than as adversaries
- Most difficult aspect is the sadness of seeing children leave

Stage 6: Empty Nest

- Final stage in the family cycle
- All the children have left home and the parents return to the solitude of stage one
- Have more leisure time together
- May welcome the opportunity to plan a new phase of their lives
- Health is a major issue in this stage
- Need to build a new relationship in which children and work are less central in their lives
- Some become highly involved in the care of grandchildren as their parents are in the work force

Career Stages

Stage 1: Exploration and Trial

- Time for thinking about various occupations and career responsibilities; much of it occurs before the person actually enters the work force
- In many ways, the most critical career stage because it represents the very beginning of a career, and beginnings tend to be fragile; just beginning to seriously visualize possible career paths; interests and perceived capabilities are rather uncertain; aspiration levels may be unrealistically high or low; without encouragement the person might settle for far less than he or she should; without helpful feedback and direction the person could easily aspire toward an impossible position unaware of the education, experience, and skills required; damage to self-esteem when feedback comes in the form of repeated rejections and failures could be crippling
- Critical for people with interrupted work careers (Woman who has spent the last fifteen years raising a family, managing a home, and serving in community organizations); danger of shooting too high or too low; may see no connection between the organizational skills he/she has developed and the skills required in a job; or he/she may grossly overestimate his/her marketability
- Trial is the actual trying out of work experiences; trial-and-error process of finding a job and work environment one likes

Stage 2: Getting Established and Advancing

- Occurs after the person has congenial type of work and a good fit has been established
- The fast-growth phase of a person's career
- Growth at this stage occurs in 'success cycles'; person accepts a challenge or reaches a goal, works at it, achieves the goal, gets recognition from others and a lot of internal satisfaction, and enjoys a boost to the ego; increased sense of self-esteem and confidence generates increased job involvement; person is getting "hooked on work"; leads to setting more challenging future goals, representing higher levels of achievement; in short, success breeds success
- Support from others is important in nurturing and developing a person's career in this fast-growth stage; in two-career couples, the partner is often the major source of support
- Rapid growth stage of a career is highly rewarding but also presents some unexpected costs; as the growth cycle repeats itself over and over again, the person rockets to higher and higher levels of career highs and involvements; after a while may realize that the career is becoming too consuming, has taken over too much of his/her life; at that point, the person is in imminent danger of becoming a "workaholic"; success is extremely addictive; it is self-reinforcing and insatiable -- the more you get the more you want; often don't realize how the other parts of life are being cut back as the person is drawn deeper and deeper into work; couple relationship may struggle from a lack of attention

Stage 3: Midcareer: Growth, Maintenance, or Decline?

- More often than not, midcareer represents a plateau in a person's life; after the strivings and achievements of earlier periods, one often eases off a bit from work involvement and spends more time with family and leisure activities
- May be a time of major growth for women who have re-entered the work force after raising the children
- Often coincides with midlife, the 40s and 50s, predictable changes occur:
  - Awareness of advancing age and death. At 40, many people feel that life is half over; may be more time behind them than ahead; time is suddenly a scarce commodity

  - Awareness of physical aging. Aches and pains become more frequent, physical conditioning becomes more important; numerous physiological changes associated with midlife: decline in metabolic rate, decreased energy, decreased muscle tone, decrease in visual efficiency, hearing loss in the high-frequency range, hair loss, skin discoloration, weight shift downward
- Emotional and occupational transitions in midlife:
  - Recognition of probable success. After 15 or 20 years in a career(s), a person has a pretty good idea of how successful he/she will be: if not as successful as originally hoped for, the person must adjust to that fact or consider changing fields; stress may actually be greater for people who have met or exceeded earlier goals because great success often results in restlessness and a switch to a new area that can provide more challenging goals
  - Reexamination of life goals. Family and personal goals often change in midlife; not unusual for people to make complete breaks with their old lifestyle and set off in totally new directions.
  - Changes in family relationships. At this stage, one's children are probably teenagers, perhaps rebellious ones; the prince charming or sweet young thing pictured in the wedding album is looking differently these days; people's needs and interests change as they grow; so, it's not surprising that over the course of twenty years some partners grow in different directions; women's and men's attitudes about family and work have changed dramatically; sex roles have changed; all of these changes may lead to greater stress in the home
  - Change in work relationships. The person in midcareer is no longer the promising "up-and-comer"; that close peer group of buddies who enjoyed poking fun at the boss dispersed long ago -- now, you are the boss, and it's you they are criticizing and your job they are shooting for; this is described as "king of the hill" syndrome -- the feeling that you have successfully made it to the heights and now have to fight off all the younger contenders for your position
  - Growing sense of obsolescence. With technological changes coming at such an accelerated rate, it is difficult to keep current in most technical fields
  - Less mobility in the job market and increased fears over job security. Most organizations prefer to hire younger people rather than older ones; young people cost less; they are more easily indoctrinated into the company's way of operating; for the first time, the person in midcareer may see evidence of decreased mobility: fewer "feelers" from other firms, comments about being too high priced or too senior for a particular job; breeds concern about the security of one's position
- Midcareer is often a time for slowing down, leveling off, reconsidering one's direction, examining deeper "meaning-of-life" issues, and possibly setting off in a new direction
- Researchers indicate that the differences between people in abilities, attitudes, behaviors, etc. tend to be greater in midlife than at any other point in the life cycle
- For many people, midlife is a time of getting back in touch with important interests and needs that had to be put aside during early adulthood

Stage 4: Late Career: Disengagement

- Most frequent end point is retirement; transition requires a shift in involvement from work concerns to post-retirement activities; possibly become more involved with the family, leisure activities, or community organizations
- Sometimes the person seeks a new job; often called a "second career", although it's actually just a new phase of the person's ongoing lifetime career

- Since work identity is such an essential aspect of one's overall identity, retirement can be a tremendously stressful step, a pulling away from an integral part of one's self
- Although we usually associate retirement with a life of leisure, the emotional effort expended in the transition can be major
- Retirement can be a welcome transition; a time to leave job frustrations behind and devote attention to hobbies, travel, recreation and family

Teaching-Learning Interaction

Role definitions

LC SS
BWF B
WPBS 9 10 15

1. Transparency: **Role Definitions** (B 17)
Show the definition of **"role"**. Ask students to identify roles they are currently experiencing in their lives. Write the responses on the board. Compare the differences in roles with classmates.

Discussion Questions:

* Why were there differences in roles among the students?
* In your role as a student, what behaviors are expected from you? (List behaviors beside the role listed on the board.)
* In your role as family member/friend/part-time worker/athlete/etc., what behaviors are expected from you? (List beside the role on the board.)
* Are the behaviors expected for each role different from the behaviors for other roles? Why or why not?

Show the definition of **"given role"** and **"chosen role"**. Have students identify and label each role listed on the board as either a given or a chosen role.

Show the definition of **"role model"** and **"role expectation"**. Ask students to think about some of their role models, select one of the role models and write out 3 or 4 qualities this person possesses. Share a few of these with the class.

Tell students: "You also serve as role models for others." Ask students to write 3 or 4 qualities they possess that causes others to look to them as role models. Share a few of these with the class.

Discussion Questions:

* Where do you learn about roles and the behaviors expected from these roles?
* Are role models always models of positive behaviors? Can role models model negative behaviors?
* As young children and teenagers, do you always have the maturity and abilities to distinguish between positive and negative role models? Why or why not?

Show the definition of "**stereotype**" and "**role conflict**". Discuss briefly. These will be covered more thoroughly later on.

Family and career stages

LC SS
BWF B
WPBS 6 8 9
10 15

2. Handout: **Family Stages** (B 6, 7, B 18)
Handout: **Career Stages** (B 8-10, B 19)

Ask students these questions:

- Will you be a student throughout your life?
- Will you be a friend throughout your life?
- What roles did you have in the past that you no longer have?
- What roles will you have in the future that you do not have now?

Give handouts to the students and present a general overview of the information. Then, divide students into cooperative learning groups and assign one family stage and one career stage to each group. They are to identify/write down **roles involved in each family and career stage and the behaviors/ activities of each of these roles.** Have the students write this on a transparency that they will use as a visual in presenting their small group work to the class. As a class compare similarities and differences of roles and behaviors in the different career and family stages.

Life cycle

LC SS
BWF B
WPBS 9 15

3. Transparency: **Family Life Cycle Example** (B 20)
Show the transparency. Explain that this is an example and that each individual's life cycle will be different. Use this example as a means to show students what they are about to do. Do not draw conclusions at this time.

Handout: **My Roles Throughout the Life Cycle** (B 21)
Students are to complete the handout using information about their present and past roles and projecting their dreams/wishes/ plans for themselves into the future to complete their anticipated roles/life cycle.

Parent Involvement: Give students a second copy of the handout. They are to ask a parent/parents to complete it and discuss it with them.

LC SS
BWF B G
WPBS 8 10
15

4. Handout: **Work/Family Responsibilities Interview** (B 22)
This assignment should be given several days prior to when it is needed for class discussion.

Students are to interview a person in the community concerning his or her work and family responsibilities (roles and behaviors). Assign students to interview people from one of the following types of persons/lifestyles:

- a retired person who is married
- a single parent (mother or father)
- a young person who chose not to complete high school or GED and is employed
- a parent in a dual-earner family with preschool children
- a parent in a dual-earner family with school-age children
- a married person with no children
- a parent who has married a second time and has children from from both marriages
- a young, single professional
- a parent in a single-earner family with a parent who chooses to stay home to care for the children
- a high school graduate in his or her first entry-level job
- a married person with no children
- a retired person who is widowed
- a high school junior or senior student

Note: Make sure students understand that the "work" in the work/family responsibilities refers to both work inside the home and outside the home, in the community, etc.

LC SS
BWF B G
WPBS 6 8 9
10 15

5. Assuming that more than one student interviewed a particular type of person/lifestyle, divide students into groups according to the type of person/lifestyle they interviewed. Ask them **to share the results of their interview and identify five common or similar responsibilities; also identify differences.**

For example, the students who interviewed a retired person may find that all of the retired people had responsibilities to some type of volunteer work or to time commitments with friends. The dual-earner person may have responibilities to be at work each morning, prepare meals each night, spend private time with spouse, etc.

Transparency: **My Roles Throughout the Life Cycle** (B 21)
Student groups should be given a transparency to fill the appropriate responsibilities for the person they interviewed. Student groups are to share the results of their interviews with the class, as well as the transparency indicating roles. The teacher will create columns on the board for each type of person/lifestyle and will write in the five common responsibilities as the students describe them.

Discussion Questions:

- Are there some responsibilities/roles that were similar or consistent throughout all of the life cycle?
- What are some responsibilities/roles that occurred in only one stage of the life cycle?
- Does age, career status, or family status have the greatest influence on life cycle responsibilities/roles?
- Does the balance of work-related responsibilities/roles change during particular stages of the life cycle? If yes, when?
- Which stages of the life cycle carry the heaviest commitment to work and career goals? Why?
- Does the balance of family-related responsibilities/roles change during particular stages of the life cycle?
- Which stages of the life cycle carry the heaviest commitment to home and child care roles? Why?
- Which stage of the life cycle would create the greatest challenges in balancing work and family needs?

LC SS
BWF B
WPBS 6 8 9 10 15

6. Transparency: **Multiple Roles -- The Statistics** (B 23, 24)
Review the information on the transparency.

Divide students into cooperative learning groups. Based on the given statistics and information regarding roles, students are to describe the implications of multiple roles on their present and future lives. Share students' findings with the class.

LC SS
BWF B
WPBS 6 8 9
10 15

7. Handout: **Career Plans -- Case Study** (B 25)
Handout: **Choices -- Case Study** (B 26)
Handout: **Two Careers -- Case Study** (B 27)

Tell students: "Planning and making decisions regarding your lifestyle roles and responsibilities involve choices you can make."

Divide students into cooperative learning groups. Give each group one case study (more than one group will get the same case study). Students are to read the case study and answer the questions. Each group will present its results to the class. Compare and contrast responses from different groups who have the same case study.

Discussion Questions:

- * Are there choices and decisions to be made regarding lifestyle roles and responsibilities? Explain.
- * What are some choices and decisions that you are making now that will affect future lifestyle roles and responsibilities?
- * What are the effects of these choices and decisions?
- * What are some specific decisions that are involved in making lifestyle choices?
- * How do these decisions influence the roles you will assume?
- * What type of balance in school, work, personal and family roles do you think you want in your life?

LC SS
BWF B
WPBS 6 8 9
10 15
FHA/HERO

8. **FHA/HERO Integration**
Tell students: "Families are like other groups of people that share common interests and develop a pattern of leadership within the family structure. These patterns of leadership impact the roles and responsibilities of family members throughout the life cycle."

The primary **styles of leadership** include:
Dictator: decisions primarily made by one person, control by one person
Laissez-faire: decisions are made by default or "just happen", lack of direction

Democratic: decisions are made with everyone's needs and opinions considered, equality among members

Students are to work in groups to develop skits demonstrating how the life cycle and style of leadership used within families impact roles and responsibilities. Various life cycles can be drawn randomly by each group. The group then demonstrates how a family would function during that life cycle under each of the leadership roles.

LC SS
BWF B
WPBS 6 8 9
10 15
FHA/HERO

9. **FHA/HERO Integration**

Handout: **Roles and Responsibilities in the Community**

Students are to complete the handout. This will help them consider the roles and responsibilities of individuals in the community. Emphasize the importance of each individual being responsible for the community as a whole, not just themselves.

As a class, brainstorm ideas for community service projects. Divide students into small groups to discuss the brainstormed list and to identify their top three choices for service projects. Pool the top choices from each group, discuss as a class, and decide on one project. Use the planning process to complete the project.

Debriefing

Content: How do the multiple roles and responsibilities in your family impact the decisions the family makes?

How do roles differ or change for people throughout the life cycle? Throughout the career stages?

Process: In what ways was it beneficial to examine your roles throughout the life cycle?

How was it beneficial to you to interview a person regarding his or her multiple roles?

Role Definitions

Role	A role is a set of behaviors which are encouraged and expected of an individual in a given social position at a given time.
Given role	A given role is one that you automatically acquire.
Chosen role	A chosen role is one that is deliberately selected.
Role model	Role models are the people you learn from.
Role expectation	The behavior you expect from someone is called a role expectation.
Stereotype	A stereotype is a standardized idea about the qualities or behavior of a particular category of people.
Role conflict	The disagreement over role expectations is called role conflict.

Multiple Roles B 18
TLI # 2 / Handout

Family Stages

Stage 1: The Couple

Begins at marriage and ends with the birth of the first child.

Couples (married and unmarried) without children would remain in this stage throughout the course of the relationship.

Stage 2: Expanding Circle

Starts with the birth of the first child and ends with the birth of the last child.

Stage 3: Peak Stage

When there are two or more preschool children in the family.

Stage 4: Full House

Begins when the youngest child enters school and ends when the oldest child leaves home.

Stage 5: Shrinking Circle

Begins when the first child leaves home and ends when the last one departs.

Stage 6: Empty Nest

All of the children have left home and the parents return to the solitude of stage one.

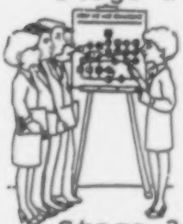
Career Stages

Stage 1: Exploration and Trial

Exploration is a time for thinking about various occupations and career possibilities.

Trial is trying out actual work experiences to find a job and work environment that feels good.

Stage 2: Getting Established and Advancing

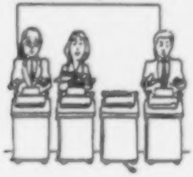


It's time to get established in a career one likes and to become successful. This is the fast-growth phase of a person's career.

Stage 3: Midcareer: Growth, Maintenance, or Decline?

Often, midcareer represents a plateau in a person's life. After the fierce strivings and achievements of earlier periods, it's time to ease off a bit from work involvement or to strive for more successes. Also, a person at midcareer may do a lot of personal evaluation to see if he/she has achieved what he/she wanted by this time in life.

Stage 4: Late Career: Disengagement



The most frequent end point is retirement. The transition requires a shift in involvement from work concerns to other activities.

Family Life Cycle Example

Ages	15	20	25	30	35	40	45	50	55	60	65	70+
Family Roles	Teen child	Adult child	Adult child Couple	Adult child Expanding Circle	Adult child Peak Stage	Adult child Full House Elder Care	Adult child Full House Elder Care	Adult child Shrinking Circle Elder Care	Empty Nest	Grandparent Empty Nest	Grandparent Empty Nest	Grandparent Empty Nest
Relationship Roles	Friend	Friend	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Co-worker Neighbor	Friend Neighbor	Friend Neighbor
Career Roles	Part-time work	Part-time work	Career – Exploration and Trial	Career – Getting Established and Advancing	Career – Getting Established & Advancing	Career – Midcareer	Career – Midcareer	Career – Midcareer	Career – Midcareer	Career – Late Career		
School Roles	Student	Student	On-the-job training	On-the-job training	On-the-job training		Retraining		Retraining		"College at 60"	
Self Roles	School activities	School activities	Aerobics classes Racquetball Weekend trips	Aerobics classes Reading	Walking Reading	Walking Child's school activities	Walking Child's school activities	Walking Child's school activities	Walking Craft classes	Walking Craft classes	Walking Travel Craft classes	Walking Travel Craft classe
Community/ Club Roles	4-H member			Civic Organization	Civic Organization	Civic Organization 4-H Parent Leader Coach for child's team	Civic Organization 4-H Parent Leader Coach	Civic Organization 4-H Planning Board	Civic Organization	Civic Organization	Civic Organization Volunteer	Civic Organization Volunteer
Other Roles	Church Youth Group			Church Committee member		Parent-Teacher Organization officer			Church committee member		Senior Citizens Planning Board	

My Roles Throughout the Life Cycle

Ages	10	15	20	25	30	35	40	45	50	55	60	65	70+
Family Roles													
Relationship Roles													
Career Roles													
School Roles													
Self Roles													
Community/ Club Roles													
Other Roles													

Multiple Roles B 21
TLI # 3, 5 / Handout, Trans.

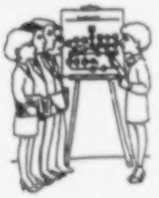
Work/Family Responsibilities Interview

Name____

Lifestyle of person interviewed___________________________
(single, married with preschool children, dual earner couple, etc.)

1. What is your age and sex?

2. In a typical day, what work related responsibilities do you have? Please list.



3. In a typical day, what family related responsibilities do you have? Please list.

4. Do you often have time in the day just for yourself?

   If you do have time for yourself, what are some things you do just for yourself?

5. How many others count on you each day? Who are they and what do they count on you for?

Multiple Roles -- The Statistics

All workers have personal lives and relationships that they must balance with the demands of work, and most workers have family responsibilities at home.

The National Study of the Changing Workforce examined the personal and family situation of 2,958 U.S. workers.

* Nearly 9 out of 10 U.S. workers (87%) live in households with family members -- defined as persons to whom they are related by marriage or blood, as well as partners to whom they aren't legally married. All of these workers have some degree of day-to-day family responsibilities.

FAMILY RESPONSIBILITIES OF U.S. WORKERS

Living Situations of Workers	
Live Alone	9%
Live with unrelated persons	4
Live with family members	87
...with husband or wife	63
...with partner	4
...with children under 18	42
...with children under 13	32
...with children under 6	18

* 50% of the total labor force are workers who live in dual-earner families.

MARITAL STATUS AND EMPLOYMENT

Workers living with employed spouses/partners as percentage of all workers	50%
Workers living with non-employed spouses/partners as percentage of all workers	17
Employed men with employed wives/partners as percentage of all employed men living with spouses/partners	65%
Employed women with employed husbands/partners as percentage of all employed women living with spouses/partners	87

- * 42% of all wage and salaried workers have children under 18 living at home; 32% have children under 13.
- * 8% of workers have responsibility for the special care of and attention to an adult 18 or over who is disabled or elderly.
- * In sum, almost half of the U.S. labor force (47%) has dependent and/or elder care responsibilities.

WORKERS WITH DEPENDENT CARE RESPONSIBILITIES

Workers with dependent children at home	
Children under 18	42%
Children under 13	32
Children under 6	18
Workers with children under 13 at home	
Employed spouses/partners	66%
Non-employed spouses/partners	22
Single-parent workers	18
Workers with adult dependent/elder care responsibilities	8%
Workers with any dependent care responsibilities (Child under 18, disabled adult, or elder)	47%

Source: The Changing Workforce, Families and Work Institute, Ellen Galinsky, James Bond, and Dana Friedman, 1993.

Career Plans -- Case Study

Shawn and Christy are both 21 years old and recently married. Both graduated from college and have just begun careers in broadcast journalism. Each career has the potential for a lot of travel. They have talked about buying a new car and having a baby. However, neither has had the time to actively look for a car. Christy has also decided that becoming pregnant would change her ability to travel on her job and thus jeopardize her chances for good assignments. Shawn and Christy have decided to set some goals regarding their desires for a car and a baby.

1. What is the lifestyle choice for Shawn and Christy?

2. What roles are included in this choice?

3. What are the advantages of planning their lifestyle to achieve their goals?

4. What are some possible conflicts in achieving their goals?

Choices -- Case Study

Melissa is an 18-year old single mother with a 2-year old son, David. She finished high school but has no skills to help her find a good enough job to support David on her own. She is currently living with her elderly grandmother, who has a small fixed income that barely supports the three of them. Melissa has been bringing home some money by babysitting two other children. Melissa would like to go to court-reporting school but would need to find day care for David. Her grandmother has offered to take care of David part time, but her health would prevent her from keeping the toddler full-time.

1. What are some of Melissa's choices regarding school?

2. What are some of Melissa's choices regarding the care of her son?

3. What are some of the advantages in Melissa's situation?

4. What are some of the disadvantages in Melissa's situation?

Two Careers -- Case Study

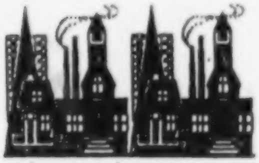
Lauren is a 17-year old high school senior with plans to attend a 2-year technical training program after graduation. A great deal of her time will be spent learning and working hard to achieve her goal. She has been involved with Mark, a local junior college student. Lauren has told her best friend that she may break up with Mark because she will not have time for the relationship while completing her training. However, she cares very much for Mark and knows he feels the same way about her.

1. What are some of the choices Lauren has?

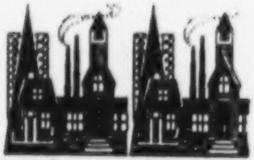
2. Which choices are based on the work aspect of Lauren's lifestyle?

3. Which choices are based on the personal/family aspects of her lifestyle?

4. How can Lauren achieve more of a balance in her lifestyle?



Roles and Responsibilities in the Community



Directions: Complete the questions and be prepared to share your responses with the class.

1. List 3 service organizations in your community/surrounding community. What services do they provide and whom do they serve?

2. What service organization in your community would you be willing to help? Explain why.

3. Identify, by name, 3 people in your community who have or are fulfilling roles in community service. These roles could be as volunteers or in paid positions.

4. What do you personally feel that you have to give to your community? Explain.

5. What issues in your community do you believe need to be addressed? How might you assist in addressing these issues?

6. What are your feelings and opinions concerning people's roles and responsibilities in community involvement in general?

Source: Adapted from the Colorado Core Curriculum: Relationships, Colorado State University, 1991.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Gender Roles

Background Information

Identifying Gender Roles

Roles have a strong effect on relationships in both work and family. A role is a set of behaviors which is encouraged and expected of an individual in a given social position at a given time. No one has just one role; each person has many.

A gender role, masculine or feminine, is a cumulative and subtle process that begins at birth when little girl babies are handled, touched and nurtured in slightly different ways than little boys. Throughout life, children learn in little pieces what things little girls do and what things little boys do. Studies of four and five-year-olds reveal that role identity is already emerging, such as, "men are big and strong and can hit, and women are supposed to be smaller, softer, and don't like to get dirty."

Kids early on get an idea about what behavior is gender appropriate and this gender appropriateness becomes a part of themselves. By the reactions, judgments, decisions, and responses children get from other people, they begin to get ideas about role appropriate behavior. What is gender role acceptable really becomes a challenge when a person has to grow up to do something he/she wants to do or be because he/she is one sex or the other. That's where the issue of redefining roles for the work/family lifestyle really begins.

Dual-career parents, today, are taking a more androgynous approach, e.g., mother takes the son to soccer practice and the father takes the daughter to ballet lessons (still yet another example of role socialization!). Children are channeled to male and female roles through specific toys and activities that society deems are gender appropriate. Little boys may be led to gross motor skills and activities while little girls may be led to fine motor activities. In school, boys might take out the trash, and girls will clean off the chalkboard. Gender differentiation continues further at home where the boys and girls continue to be treated differently. Peers are also very important in role modeling. It appears easier for girls to cross over to boy things, but not for boys to cross over to girl things. A "tomboy" is more acceptable than a "sissy."

Our society has traditionally regarded femininity and masculinity at opposite ends of the spectrum. When people speak of the opposite sex, it is as though they are talking about two camps exactly opposite. It is as if "I do this," I'm not quite a man or a woman. Men and women often feel constrained by their society's expectation of their gender roles. Attempting to broaden the definition of these family roles is not always easy. Even if the old rules are undesirable, at least they are familiar.

In work and family situations, people need to negotiate and resocialize one another. Men and women are working to bridge the gap between what is feminine and what is masculine. One-dimensional people aren't as happy because half of what's there for them is being cutoff by their fear of judgment from other men and women. Androgyny has the overall advantage, the flexibility of choice.

Masculine and feminine are just two points on a continuum with regard to a wide variety of traits; it is just an identification process. No one is on the same place on the continuum for all traits. In some traits people may move toward the masculine end, and in some traits they may move toward the feminine end. People shouldn't have to feel that they have to exaggerate their behavior to the point they almost become a caricature just to fit into a nontraditional role.

Sex-Role Stereotyping

Sex-role Stereotyping
1. Assumes that because people share a common gender, they also share a common set of abilities, interests, values and roles.
2. Reflects over-simplified thinking and ignores individual differences.

We all have choices...

Men can choose to:
1. be an equal partner in the home, sharing in child-rearing tasks and household care, plus holding down a full time job.
2. stay home, taking full responsibility of children and the household tasks.
3. marry or not marry.
4. participate in the full range of career choices.

Women can choose to:
1. participate in the full range of career choices that have historically belonged to men.
2. marry or not marry.
3. have children or not have children.
4. combine career, marriage and children.

Historic firsts for women occuring in the 80's.
1. First woman in space
2. First woman on the United States Supreme Court
3. First woman on the national ticket of either major American party
4. First woman ever to win the 18-day dog sled race in Alaska
5. First woman to be ordained a conservative Rabbi

Forces that have contributed to the changing roles of men and women:
1. A decade of affluence
2. The current economy, where one salary households may find it difficult to survive
3. The continued rise of the divorce rate
4. Female longevity statistics
5. The cultural attitude change that the woman's place is no longer (exclusively) in the home
6. Gender economic issues of the seventies and eighties
7. Teen pregnancies
8. Delayed first marriages
9. Adult children living with their families instead of on their own
10. The shrinking middle class

VOCABULARY - TERMS - CONCEPTS

1. Given Role -- Role assigned at birth or through specific situations.
2. Learned Role -- Role learned by individuals as they have new experiences and meet new people.
3. Role -- A position or behavior which you assume in your relationship with others.
4. Stereotype -- A standardized idea of what people are or how they should behave.
5. Sex-Role Stereotyping -- Assumes that because people share a common gender, they also share a common set of abilities, interests, values and roles.
6. Network -- A group of people who join together to solve problems, accomplish important tasks, and provide positive support to those in the network.

7. **Sex Discrimination** -- Any action which limits or denies opportunities, privileges, roles, or awards on the basis of sex.

8. **Sex Bias** - Behavior resulting from the assumption that one sex is superior to the other.

9. **Affirmative Action** - A good faith effort to realize a proper representation of women and minorities in the workforce at a rate beyond what would normally occur.

10. **Title VII of the Civil Rights Act of 1964** -- As Amended: the federal law that prohibits employment discrimination based on race, color, sex, religion or national origin of employers having fifteen or more employees.

11. **Equal Employment Opportunity Act -- Title VII 1972** -- As Amended: Extended to prohibit employment discrimination of federal, state, local, public and educational institution employees.

12. **Pregnancy Discrimination Act -- Title VII 1978** -- As Amended: Requires employers to treat pregnancy and pregnancy related medical disability with respect to all terms and conditions of employment, including employment health benefits.

13. **Equal Employment Opportunity Commission** -- Was established by the Civil Rights Act, and was given authority in 1972 to enforce fair employment practices which established Equal Employment Offices through the U.S. to protect against employment discrimination locally. For example, it is unlawful to classify or label jobs as "men's jobs" or "women's jobs," or to advertise job openings under male or female headings.

14. **Comparable Worth** -- Is an equal pay issue of the 80s and 90s for women. It means that jobs should be evaluated in terms of skills and responsibilities required, and that jobs of "equal value" or "comparable worth" would be paid equally, even if the jobs are quite different in nature.

15. **Equal Rights Amendment** -- Would establish by constitutional amendment a national policy against discrimination based on sex.

16. **Feminist** -- Means defining your own life and allowing others the same freedom.

17. **Gender Gap** -- Was created by women thinking independently of men about the economy and politics. The "Gender Gap" was recognized by the difference in voting patterns between men and women in the 1980 election and confirmed in the 1982 election.

19. **Role Reversal** -- A man or woman in non-traditional roles. Example: a man becomes a homemaker and the woman becomes the breadwinner.

20. **Sexual Harassment** -- Means unwelcome sexual advances, requests for sexual favors and other verbal/physical conduct of a sexual nature by employees or employers at the workplace.

21. **Equal Pay for Equal Work** -- An employer must pay equal wages to employees of both sexes in the same working establishment for work that requires equal skill, effort, and responsibility, and is performed under similar working conditions.

Multiple Roles B 34
TLI # 7 / Handout

Gender Role Influences

Family

Parents
Role Models
Expectations
Discipline

Activities
Responsibilities
Toys and games
Recreation
Books

Physical Environment
Colors/Decoration
Space
Clothes

Siblings
Birth Order

Society

Culture
Heritage
History
Ethics

Communication
Language
Art, Music, Literature
Media
-Television
-Movies

Institutions
Government
-Law
-Politics
-Participation
Religion
-Morality
Economics
-Class structure
-Employment

Recreation
Leisure

School

Teachers
Role Models
Expectations
Discipline

Peers

Curriculum
Required courses
Instructional materials
Athletics

School Management
Staffing
School Policies

Counseling
Testing
Guidance

Source: "Creating Sex-Fair Family Day Care: A Guide for Trainers," Choice, Newton, MA: WEEA Publishing Center/EDC, 1991.

Research Shows That:

1. Girls rarely do anything about feeling left out.
2. Boys get more classroom help, rewards, rephrasing, more after school time
3. Boys get close proximity to teacher
4. One-half of American classrooms are gender biased
5. Teachers use and remember male names more often
6. Gender and race of the teacher do not affect gender equity
7. More discipline is given to boys
8. Girls praised in almost patronizing way
9. Girls are drawn smaller
10. Boys are policemen; girls are meter maids
11. Girls watch boys in action
12. Girls cook; boys eat
13. Girls use what boys invent
14. Boys are Presidents; girls are First Ladies

Teaching-Learning Interaction

Gender roles

1. **Handout: Differences Between the Sexes** (B 39)
   Handout: Differences (B 40)

LC SS
BWF B
WPBS 6 9 10 15

Students are to complete the handouts. After completion, divide students into cooperative learning groups to discuss and reflect on their findings and to determine where they have come up with these feelings/beliefs (parents, society, television, etc.)

LC SS
BWF B
WPBS 6 9 10 15

2. Handouts: **What Do Men Do? What Do Women Do?** (B 41 and B 42)

This activity is to help students recognize typical male/female role expectations in our culture and how these may be limiting to a relationship. In order for this activity to have a valid point, students should answer honestly the questions on the worksheets. If they think it is a measure of male/female prejudice or expectations, they may not be as honest, so it is important to begin the lesson in a manner which doesn't point to the generalization of the lesson. It might be good to begin with a statement such as this: "Today we are going to discuss the psychological differences between boys and girls and find out how well you understand the opposite sex."

Have students take about five minutes to individually complete the sheets. Then, form groups of six or less by gender. Each group should discuss each question and arrive at a group consensus (not absolutely necessary for a consensus) on the answers. Each group should appoint a recorder to take notes.

For each question, one at a time, allow one group to give its first answer, then give a group of the opposite sex a chance to respond. Compare the answers of each sex.

Discuss what they learned from this activity. Some possible generalizations: Stereotyping limits your expectations of another person. As long as there are limiting expectations, a relationship is not truly an honest, open one. You must respond to people, not your expectations of them.

Outside of class, the students are to use the second handout to interview several people. Compare findings in class.

LC SS
BWF B
WPBS 8 15

3. Handout: **Does the Glass Slipper Fit?** (B 43-46)
Handout: **Are You a CinderBob?** (B 43-46)

Students are to read the scenarios and use the second page to judge their readiness for modern womanhood or modern manhood.

LC SS
BWF B
WPBS 6 8 9 10 15

4. Handout: **Identifying Gender Roles -- Background Information** (B 31)
Handout: **Sex-role Stereotyping Background Information** (B 32, 33)

Divide students into cooperative learning groups. The students are to read the background information. Individually, each person in the group is to write down five important points from his or her reading. After all group members have written their important points, they are to share their ideas/important points with each other. Through discussion and consensus, they are to select the five main points from the group that they want to share with the class.

LC SS
BWF B
WPBS 6 8 9 10 15

5. Write the following **occupations** horizontally across the top of the chalkboard or on construction paper signs around the room: business executive, doctor, principal, engineer, pilot, ballet dancer, nurse, homemaker, secretary, nursery school teacher.

Tell students to select the occupation they would most like to role play for a friend or a younger student. Once students have made their choices, tell them to go to the board and physically stand near the occupation they have selected.

After students are standing by their selected occupations, ask them to look around the room and summarize any patterns they can find in how other students selected occupations. It is very likely that, with few exceptions, most boys will be standing at one side of the board and most girls will be standing at the other side.

Discussion Questions:
- What do you think influenced the boys to choose one set of occupations and the girls girls to choose another set of occupations?
- Are boys naturally better at being executives, doctors, principals, engineers, and pilots?

- Are girls better at being dancers, nurses, homemakers, secretaries, and nursery school teachers?
- Ask any of the boys or girls that chose nontraditional occupations what influenced their decision. Ask them how they felt when most of the people around them were of the opposite sex? Or, if no student made nontraditional choices for his or her sex, ask students how they feel about the pattern they see (all boys on one side, all girls on the other).

LC SS
BWF B
WPBS 9 15

6. Transparency: **Gender Role Definitions** (B 47)

Review the definitions and discuss the impact of stereotyping and sex-role stereotyping. Explain to students that sex role stereotyping reflects oversimplified thinking and that it ignores our individual differences.

LC SS
BWF B
WPBS 6 8 9 10 12 15

7. Handout: **Gender Role Influences -- Background Information** (B 34)

Have the students construct a bulletin board and title it, "What's the Difference?" Students are to create a male and female figure from construction paper. Place the figures near the center of the bulletin board. The class is to determine descriptive words for both male and female attributes, write the words on cards, and place the cards on the bulletin board.

Possible words they may select: realistic, smart, giggly, unemotional, tough, dumb, cute, muscular, romantic, pretty, weak, strong, etc.

Upon completion of the bulletin board, discuss: likenesses and differences of males and females, were descriptive words for either sex exclusive to only that sex or were they interchangeable, and how these stereotypes might affect individ- roles and relationships.

LC SS
BWF B
WPBS 8 9 10 12 15

8. Handout: **Television Commercials** (B 48)
Handout: **Television Programs** (B 48)
Handout: **Magazine** (B 48)
Handout: **Personal Interview** (B 48)

Discuss briefly how stereotypes are taught by television commercials, television programs, magazines, and persons. Have students determine which sources they would like to evaluate. Hand out appropriate activity forms. After the information is collected, discuss.

Discussion QuestionS:

- * How are male/female sex-role stereotypes in television, magazines and personal interviews similar?
- * What words and phrases would you use to describe the male role/female role stereotypes you found?
- * What exceptions did you find to the stereotyping?
- * How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?
- * What can you do to change sex-role stereotyping in these four sources?
- * What other sources can you identify that promote sex-role stereotyping?

LC SS
BWF B
WPBS 8 15

9. Help students to determine **individual perceptions of role identity** by having them write a one page response to the following statement: "It doesn't matter whether you're a guy or a girl, you should be able to do whatever you want because --"

Debriefing

Content: How are gender roles formed?

How do gender roles affect work and family decisions?

What insights do you now have regarding sex-role stereotyping?

Process: In what ways was it beneficial to examine gender roles?

How was it beneficial to choose occupations and then discuss what those choices were based on?

In what ways was it beneficial to evaluate gender roles on television?

Differences Between the Sexes

Directions: Under each of the headings, list words describing masculinity and femininity or words that remind you of male/female roles. Be prepared to discuss in class. After writing down as many words as you can think of, complete the items below.

FEMALE MALE

- (Circle) the words that represent beliefs your parents have instilled in you.
- Underline the words that represent beliefs your friends have instilled in you.
- (x) Cross out the words that represent beliefs society has instilled in you.
- (✓) Check the words that represent beliefs the media (T.V., radio, magazines, newspapers) have instilled in you.

1. Because of certain beliefs about masculinity and femininity, people in society are sometimes forced to act in certain ways. List and explain some of the ideas or behaviors associated with being masculine or feminine that could be harmful or have serious effects on those that follow those beliefs.

2. What are some examples of beliefs you hold that affect your behavior? Do you feel these are necessary ways to act? Explain.

3. In what ways do you believe society would be different if our beliefs about what was masculine and feminine were different?

Source: Colorado Core Curriculum: Relationships, Created by Dawn Mallette, Colorado State University, Fort Collins, Colorado.

Differences

1. Think of someone you respect or admire who is different...

   *RACE than you (a)____________________
   *GENDER than you (b)____________________
   *RELIGION than you (c)____________________
   *AGE than you (d)____________________

2. How are each of these people different from you?
   (a)
   (b)
   (c)
   (d)

3. How are each of the people like you?
   (a)
   (b)
   (c)
   (d)

4. Are you and these people more alike than different or different than alike? Explain.

5. Do the differences between you and these people really make a difference? Explain.

6. How would you **feel** if you woke up tomorrow and found that you were a member of the opposite sex? Why?

7. How would you explain the statement that "everyone is handicapped in some way" to a child?

8. How would you explain the statement that, "everyone is handicapped in some way", to a child?

9. How do children **learn** about prejudice and tolerance?

10. How do your race, gender, religion, and age contribute to how you feel about yourself?

11. How do the race, gender, religion, and age of others influence how you feel about them?

Source: Developing A Positive Self-Concept Part II, Lee Cibrowski and Shirley Slater, HEEA, 1992.

What Do Men Do? What Do Women Do?

Directions: There are five statements describing how you feel regarding specific perceptions. Please read the twenty-two perceptions and select the statement which most nearly describes your feelings regarding that perception. Place the number of your choice in the blank provided at the left of the perception.

FEELING

1 - I strongly agree with the statement
2 - I agree with the statement
3 - I have no opinion about the statement
4 - I disagree with the statement
5 - I strongly disagree with the statement

PERCEPTIONS

___ 1. Women's natural work is in the home, but men should now and then help them with their tasks.
___ 2. Women are better suited to working for men than men are to working for women.
___ 3. A married woman should not have a career regardless of the ages of her children.
___ 4. A husband should be willing to move if the wife's job demands it.
___ 5. Women should try to be like men.
___ 6. Most women want a male to take care of them.
___ 7. Women should be free to ask a man for a date.
___ 8. Men are superior to women in every way.
___ 9. Men naturally have the ability to think more logically than women.
___10. Women have to work harder to prove their abilities.
___11. Women can best reach self-actualization by holding jobs that require feminine skills and talents.
___12. Husbands and wives should jointly make decisions on all important matters.
___13. A woman should never earn more money than her husband.
___14. Women are "naturally motherly" by instinct.
___15. Fathers tend to be closer to their children in homes where the mother works outside the home.
___16. A woman should be ashamed to be only a wife/mother.
___17. In general, men are able to stay home and keep house.
___18. Most men are scared of strong, talented females.
___19. Men achieve self-actualization by being good husbands and providers.
___20. Women are really the "stronger" of the sexes.
___21. Men have advantages in our society, because men have had all the power and status.
___22. A female's most satisfying job is keeping her man happy.

Source: Colorado Core Curriculum: Relationships, Unit II, Colorado State University, 1991.

Multiple Roles B 42
TLI # 2 / Handout

What Do Men Do? What Do Women Do?

Directions: Using this form, interview one male classmate and one female classmate. They should be between the ages of 16 and 18. Summarize on the back of this sheet what you learned from their responses on this survey.

FOR FEMALES

Because I'm female, I would not:

___smoke a pipe or cigar
___wear curlers in the presence of a boy
___let a boy wash dishes for me
___pay my own way on a date
___pick up the tab on a date
___wear a necktie
___pick up something a boy has dropped
___beat a boy at some sport
___try to join a boy's club or team
___talk about sex in the presence of a boy
___hit a boy
___kiss a boy before he kisses me
___phone a boy just to talk
___ask a boy out on a date
___go to a dance without a date
___curse in the presence of a boy

I would be upset if my boyfriend:

___didn't care much about his appearance
___spent a lot of time on his appearance
___wore cologne or dyed his hair
___cried in my presence
___liked to sew or knit
___could cook better than I
___wasn't good at sports
___was physically weaker than I
___was shorter than I
___got better grades than I
___had more education than I
___had a lot more money than I
___asked me to pay my way on dates
___didn't open doors for me
___cursed in my presence
___made most of our decisions
___depended on me to make most decisions

FOR MALES

Because I'm a male, I would not:

___cook for a girl
___knit
___wash dishes for a girl
___ask a girl to pay her way on a date
___let a girl pick up the tab on a date
___wear a dress in a play
___use hairspray
___wear a wig
___cry
___cry in the presence of a girl
___curse in the presence of of girl
___talk about sex in the presence of a girl
___hit a girl
___kiss my father
___carry a girl's purse for her
___wear beads or jewelry
___let a girl carry a heavy package

I would be upset if my girlfriend:

___didn't care much about her appearance
___spent a lot of time on her appearance
___didn't wear any makeup
___wore curlers in front of me
___couldn't cook
___was better at building things than I
___was physically stronger than I
___was taller than I
___got better grades than I
___had more education than I
___had a lot more money than I
___paid her way on dates
___sometimes paid for me on dates
___smoked a pipe or cigar
___cursed in front of me
___phoned me more than I phoned her
___made most of our decisions
___depended on me to make most decisions
___wore a see-through blouse

Source: Colorado Core Curriuclum: Relationships, Unit II, Colorado State University, 1991.

Does the Glass Slipper Fit? (Female)

Are You a Cinderbob? (Male)

Directions: Read the appropriate scenario and use the following pages to judge your readiness for life as a Cinderella or a modern woman or for life as a Cinderbob or for modern manhood.

FEMALE

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around the house. Although it was a modest home, Cinderella had very little time for herself. She always did what she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we are fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after -- which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available "Prince Charmings" has decreased tremendously since "once upon a time." As a result, females of all ages are working outside the home. They are working for the same reason men work -- for money to support themselves and their families.

MALE

Once upon a time there was a handsome young man. His name was Cinderbob. Cinderbob lived with his stepmother and stepsisters. Cinderbob was the oldest son and felt he should tell everyone what they should be doing. Although it was a very modest home, Cinderbob had very little time for himself. He was very busy working to support everyone. When he was miraculously discovered by the Princess and went with her to live in the castle, Cinderbob felt he should be in charge of things the way he had been at home. He told the Princess he did not want her to continue her Princess work outside the castle because he wanted to be the one to support the family. So, the Princess gave up princessing, which paid very well. The Princess, of course, never abandoned Cinderbob except for occasional trips to the conventions of the National League of Princesses. They never got divorced because that wasn't allowed. If things got too bad, Cinderbob occasionally went for a weekend at the monastery where he could rest up from being the sole support of the castle. Usually, however, the Princess and Cinderbob lived happily ever after, as best they could, which really wasn't so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite different. The number of Princesses and other women willing to give up careers has decreased dramatically since "once upon a time." As a result, males of all ages are learning to share work and home responsibilities with their Princesses.

Multiple Roles B 44
TLI # 3 / Handout

Cinderbob/Modern Man Checksheet

Directions: Check off each item that applies to you. Total the amount of checks you have at the end of each list.

CINDERBOB

___ 1. Cannot cook
___ 2. Expects that your future wife will do what you tell her
___ 3. Only talks to other Cinderbobs your age for advice
___ 4. Can't sew up a tear
___ 5. Has no plans to share home and child care with your wife
___ 6. Thinks woman's place is in the home
___ 7. Doesn't worry about the future
___ 8. Would be uncomfortable for your wife to earn more than you
___ 9. Doesn't know anything about raising children
___10. Talks to the mirror
___11. Can wash cars but not clothes
___12. Has no homemaking skills
___13. Reads detective stories and porno magazines
___14. Can give a party
___15. Doesn't know how to care for a baby
___16. Doesn't like school
___17. Can't sew
___18. Drops everything to watch the football game on T.V.
___19. Can take out the trash
___20. Turns down the radio when the news comes on
___ Total checks

TODAY'S MAN

___ 1. Reads news magazines
___ 2. Discusses career plans with your parents
___ 3. Has investigated all high school job preparation possibilities including secretarial and nursing
___ 4. Plans to work for 41 years
___ 5. Is aware of Title IX
___ 6. Knows how much money it takes to feed a family of four for a week
___ 7. Can list 10 nontraditional jobs open to men
___ 8. Can be kind and helpful to someone who needs encouragement
___ 9. Rushes home to watch the evening news
___10. Demands that everyone get equal pay for equal work
___11. Knows how to manage money
___12. Isn't afraid to be the only boy in any class
___13. Will graduate from high school
___14. Is comfortable dating an achieving, assertive girl
___15. Knows how to file a suit under Equal Employment Opportunity
___16. Knows about child care programs
___17. Can fix dinner, lunch and breakfast
___18. Talks to your counselor about future job plans
___19. Plans to learn a skill before marriage so you can always get a job
___20. Thinks you can do any job a woman can do
___ Total checks

Source: Colorado Core Curriculum: Relationships, Unit II, Colorado State University, 1991.

Cinderella/Modern Woman Checksheet

Directions: Check off each item that applies to you. Total the amount of checks you have at the end of each list.

CINDERELLA

___ 1. Can cook
___ 2. Waits for Prince Charming to open the door for you
___ 3. Talks to your fairy godmother
___ 4. Can dance
___ 5. Has no career plans
___ 6. Thinks woman's place is in the home
___ 7. Doesn't worry about the future
___ 8. Cannot manage money
___ 9. Can raise children
___10. Talks to mice
___11. Can wash clothes
___12. Has no job skills
___13. Reads love stories and movie magazines
___14. Can give a party
___15. Knows how to care for a baby
___16. Doesn't like school
___17. Can sew
___18. Rushes home to watch the soap operas
___19. Can clean
___20. Turns down the radio when the news comes on
___ Total checks

MODERN WOMAN

___ 1. Reads news magazines
___ 2. Discusses career plans with your parents
___ 3. Has investigated all high school job training courses including plumbing and welding
___ 4. Plans to work for 34 years
___ 5. Is aware of Title IX
___ 6. Knows how much money it takes to feed a family of four for a week
___ 7. Can list 20 different jobs open to women
___ 8. Stands up for yourself
___ 9. Rushes home to watch the evening news
___10. Demands equal pay for equal work
___11. Knows how to manage money
___12. Isn't afraid to be the only girl in the class
___13. Will graduate from high school
___14. Opens your own car door
___15. Knows how to file a suit under Equal Employment Opportunity
___16. Knows about apprenticeship
___17. Can fix a flat tire
___18. Talks to your counselor about future job plans
___19. Plans to learn a skill before marriage so that you can always get a job
___20. Thinks you can do any job a man can do
___ Total checks

Source: Colorado Core Curriculum: Relationships, Unit II, Colorado State University, 1991.

Scoring

Directions: Total up the number of checked items in each column.

CINDERELLA total greater than today's woman total: The Glass slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work (9 out of 10 high school girls will work in the future). You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. It's time to wake up!

CINDERELLA total equals today's woman total: You've given your future some thought, but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You, most likely, will work for about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN total greater than Cinderella total: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working, have made a career decision, and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

CINDERBOB total greater than today's man total: The Glass Slipper "prize" is yours and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will be sharing a home and child care responsibilities with a working wife (9 out of 10 high school girls will work in the future). You need to start giving serious thought to home and family training available to you in high school and non-traditional careers that are possibilities. You should realize that your ideas on women are out of date and in serious need of being modernized. It's time to wake up!

CINDERBOB total equals today's man total: You've given your future some thought, but not enough. While you are probably capable of managing your career, you do not really believe that women will have careers once they are married and have children. How wrong you are! An average woman of today can expect to work for 34 years outside the home even if she is married and even if she has children. That is only 7 years less than the 41 years you can expect to work. You are not quite aware of what it takes to be a good sharing partner in a marriage. You have probably explored the traditional male jobs, but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S MAN total greater than Cinderella total: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working, have made a career decision, and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only boy. You are realistic and really have your act together.

Gender Role Definitions

Role	A role is a set of behaviors which is encouraged and expected of an individual in a given social position at a given time.
Stereotype	Stereotype -- an uncritical or over-simplified belief regarding the characteristics of a particular group which is based on the assumption that because members of the group share one characteristic, they are similar in many others.
Sex-Role Stereotyping	Sex-role stereotyping --the assumption that because males share a common sex, they also share one common set of abilities, interests, values and roles; and that because females share a common sex, they share a different common set of abilities, interests, values and roles.

Multiple Roles B 47
TLI #6 / Transparency

Television Commercials

Directions: Watch as many television commercials as possible and answer the following questions on another sheet of paper for each commercial you analyze. If possible, try to analyze some commercial that sponsor shows for children.

1. The commercial was advertising ____
2. Name of the television program in which the commercial appeared
3. Main characters in the commercial; how many males, how many females
4. Physical appearance of the main characters
5. Personality characteristics of the main characters
6. Activities in which the characters were involved
7. Who resolves the problem? How?
8. How does this commercial promote or inhibit sex role stereotyping for men? For women?

Television Program

Directions: View as many television shows as possible and complete the following chart on another sheet of paper for each show.
Try to analyze some shows that are viewed by young children.

1. Name of the television program
2. Name the important male characters
3. Name the important female characters
4. Names of the leading characters
5. Personality characteristics of the leading characters
6. Most frequent activities of the main characters
7. If there is a problem, what is it? Who has the problem?
8. Who resolves the problem? How?
9. How does this program promote or inhibit sex role stereotyping for men? For women?

Magazine

Directions: For each advertisement in the magazine, answer the following questions.

Advertisements you think are directed to men:
1. Number of male and number of female characters in the advertisement
2. The activities of the male and female characters
3. The dress and physical appearance of both male and female characters
4. Products advertised
5. Advertisement's message

Advertisements you think are directed to women:
(Complete the same questions as listed above)

What are the major "messages" for males? For females? How do advertisements promote or free people from male sex role stereotyping? From female sex role stereotyping?

Personal Interview

Directions: Interview both males and females, and people you don't know really well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Read each question as is to the person being interviewed.

1. Male or female?
2. Age range: under 10, 11-18, 19-30, 31-50, over 50
3. What is a "real man"?
4. What is a "real woman"?
5. What are some good jobs for men in our society?
6. What are some good jobs for women in our society?
7. In marriage should the man or the woman have the leadership role?
8. Would you vote for a qualified woman to be President of the U.S.?
9. Do you think that it's all right for women to cry in public? For men to cry in public?

The student should answer these questions after the interviews are completed:
1. What are the key types of sex-stereotyped thinking that emerged in this interview?
2. What are the key types of nonsex-stereotyped thinking that emerged in this interview?

Source: Colorado Core Curriculum: Relationships, Unit II, Colorado State University, 1991.

Work and Family Issues in the Family

Work and Family Issues in the Family

Perennial Problem

What should be done about work and family decisions?

Practical Problem

What should be done about recognizing and analyzing changes in the family and the impact on work and family decisions?

Learner Outcomes

The student will:

1. Analyze changes within the definitions, functions, and structures of the American family.
2. Examine the impact of major societal changes on work and family decisions.
3. Evaluate the positive and negative impact of societal changes on work and family decisions.
4. Interpret interactions within family systems and the impact on work and family decisions.
5. Recognize and encourage family strengths as a factor in balancing work and family.
6. Apply critical thinking and problem solving skills in the solution of family crisis situations.
7. Analyze family issues and the impact on work and family decisions.

Supporting Concepts

Family Images and Reality

- A. Definitions and functions of family
- B. Definitions and functions of work
- C. Changes in the family
- D. Changes in work

Family Structures

- A. Defining family structures
- B. Other living groups
- C. Strengths and challenges of family structures

Family Systems

Family Strengths

- A. Healthy family traits
- B. Affirmations
- C. Family time
- D. Leadership skills
- E. Family communication
- F. Traditions and rituals

Family Issues

- A. Women in the work force
- B. Men's involvement in work and family
- C. Dual earners
- D. Children
- E. Child care
- F. Housework: The work of the family
- G. The elderly
- H. Single parent families
- I. Blended families
- J. Divorce
- K. Teenage work and school
- L. Teenage sexuality and pregnancy
- M. Drugs, alcohol, crimes
- N. Teenage suicide

Resources

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Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

The Changing Family

Background Information

Family Images and Reality

As you think about families, you may see certain images, the mental pictures of what you believe something is like. Can you create a description of what a family is? If you are having trouble coming up with an answer, don't think you are alone! This is difficult, even for the experts.

Where do your images of what a family is come from? Some of what you observe comes from television. Other images come from the real families you see around you.

On television, you can see families portrayed every day. Some television families solve complex problems in a half hour. Some family members are incredibly witty, including the two-year-old. Some families are unusually attractive. Some are simply ridiculous. Still others show an ideal, or perfect, image.

A family on television can have a flawless holiday -- with the relatives, food, decorations, gifts, and sharing all coming together at just the right musical moment. The realities of a messy kitchen, an over-cooked turkey, a tired cook or two, and a cranky Uncle Ned may not be shown. Program writers aim to entertain you. They need a storyline and an ending. Time puts limits on what they can do. In real life, the storyline is long, complicated, and sometimes even boring. Conclusions are not reached every half hour.

Television can influence your thinking more than you realize. What you see on the screen begins to seem like the way real life is for others. You may begin to feel that your life and your family don't measure up. It's important to guard against such feelings. Real families are very different, from each other and from the television images. When you understand this, it becomes much easier to accept reality.

You may have heard the saying, "The grass is always greener on the other side of the fence." This means that what others have may look better to you than what you have. Even the real families you know, however, may not be what you think they are. Most families don't show "real" life to outsiders. What you see may look good, but the picture you have is incomplete. You may wish you had a family similar to a friend's. You might be surprised to discover the friend longs for one that has some of the qualities of yours. Given the opportunity to live in the other family, you might change your mind.

Change seldom comes without first having a feeling of dissatisfaction. There is nothing wrong with looking for ways to improve your family life. In fact, you should do this. On the other hand, trying to live up to images that are false or out of reach will never work. This is both pointless and frustrating.

Obviously, your family is not on television. Moreover, it is not like the rest of the families you know, yet something special is there if you will look for it. The reality is that different doesn't necessarily mean better or worse. It simply means different.
(Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Pages 49 - 51 were reprinted with permission.)

In the 1700s living on a farm in North America was common. There was much hard, physical labor involved in running a home and farm. Food was raised and prepared, buildings were constructed by families and friends, clothing was made and washed by hand, and crops were often hand-planted and harvested. Families were usually large, and everyone pitched in to get the work done.

From your study of history, you know that many families began to move to urban areas during the 1800s. Farming declined as industry flourished. Life in urban areas was not easy either. In many families, every member, even small children, worked at a job so there would be enough money for the family to survive.

Although the lifestyles of yesterday's families were different in many ways from those of today, there were certain similarities. Families have always worked to provide for their members. The basic needs of families are not much different than they were years ago. The primary difference is in what people and society are doing to meet these needs.

Families today live in a rapidly changing world. Change, of course, took place in past years, but the pace has increased with time. Families are touched by a growing number of outside influences, some of which have increased the challenges that they face.

Trends affect you, your family, and your family life, and they will continue to in the future. Knowing about them can be helpful. You can move into the future with confidence. Since you know what to expect, you can be better prepared for what's ahead.
(Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Pages 72 and 73 were reprinted with permission.)

Society is much more complex now than it has ever been. Many communities are struggling to find ways to help families and individuals with their problems. Where society and families are concerned today, the news is both good and bad. Although looking at the negative side may not be pleasant, it is necessary. Problems can't be fixed if they are ignored. Solutions aren't likely to come if you and others in your generation do not give some thought to identifying what needs improvement and then take steps to make things better. When you accept the responsibility for making your family's life better, you help make a better society.

There is a positive side to the situation of families in society today. It can be seen in several ways. Not only is there a growing desire for society to address family problems in a more active way, but there is also an awareness that families and individuals can do much to help themselves if they are willing to try. Just as important is an increasing recognition of the many strengths that families have.
(Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Pages 87 and 88 were reprinted with permission.)

Another issue that impacts the changing family is that over the years the way people have handled work has changed. A job that produces a family's income and household work are both big time and energy commitments. Combining both can be like having two full-time jobs. Problems come when one person bears too much of the burden. Even when work loads are shared equitably, managing the work of the family can still be a challenge. Also, people once believed that you could separate job and home life. Now they know that what happens at home affects the job and vice versa. There is definitely an interrelationship between job and family life -- a relationship that forms the work of the family.

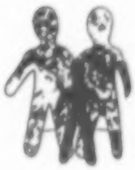
The massive changes in families that we see all around us -- the result of epidemic divorce, remarriage, redivorce, out-of-wedlock births, increases in teen suicide and crime, and new strains within intact families -- have precipitated troubling implications in the inner lives of children and families, the minds and hearts of the next generation, and for the American social order. It affects companies through their workers, affects families in the home, and affects the relationship between family and work. Americans are so accustomed to talking about these changes that they have numbed themselves to how vast the changes really are and to the true implications.

Family Structures

Today's families are organized in many different patterns or structures. This is because as society changes, different family structures emerge. Families change to reflect the social and economic changes in society. As a result, many new types of family structures now exist that did not exist many years ago.

Families have different structures, depending on who lives in the household. A commonly accepted definition of family is that a family consists of two or more people living in the same household and are related by blood, marriage, or adoption. A family may include any combination of mother, father, stepparents, children, stepchildren, adopted children, grandparents, or other relatives.

An expanded definition of family is sometimes used. This definition indicates that a family consists of members who are related by blood, marriage, adoption, or by choice.



Traditional / Nuclear Family

A married couple with children born into the family or adopted.

Couple

A married couple without children.

Single Person

The single person may live alone or with a roommate; usually maintains close ties with their original family or may turn to close friends to meet the needs that a family normally provides.

Single Parent Family

Includes one parent and one or more children; may come about as a result of divorce, separation, death, or birth to an unmarried woman.

Blended Family / Step Family / Reconstituted Family

Consists of a husband and wife, of whom one or both have been married before; it also includes children from one or more previous marriages.

Bi-nuclear Family

A postdivorce family system with children; the original family divided into two. The bi-nuclear family consists of two nuclear families: the maternal nuclear family headed by the mother (the ex-wife), and the paternal one headed by the father (the ex-husband). Both single parent and stepfamilies are forms of bi-nuclear families.

Joint Custody Family

Divorced parents share the time with and responsibility for their children.

Sole Custody Family

After the parents have divorced, one parent has the responsibility for the child.

Displaced Homemaker

A full-time wife and mother following the end of her marriage.

Adoptive Family

A person or couple who have adopted a child or children.

Extended Family
A family that includes relatives such as grandparents, aunts, uncles, and cousins.

Widow or Widower
The surviving spouse after a husband or a wife dies.

Retired Couple / Empty Nest Family
A married couple with children who no longer live at home.

Elder Family
A "family" of older people living in a nursing home.

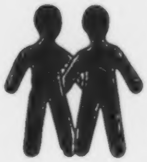
Foster Family / Substitute Family
People "acting" as parents and/or family to a person under their care and guardianship.

Other Living Groups

Communal Living Group
A group of people living together who typically share household and economic responsibilities; may include shared responsibilities for children.

Living Together / Cohabitation
Opposite sex couples living together without being married; spousal equivalents/domestic partners/significant others are terms often used to describe the person he/she is living with.

Cults
Groups of people living together who have a great devotion to some person, idea, or thing.



Gangs
A group of persons drawn together and acting together for some purpose; oftentimes, the purpose is negative in nature, illegal, or harmful to self and/or others.

Same Sex Couples
Homosexuals or lesbians who form a couple relationship and live together, and sometimes including children from a previous marriage.

Teaching-Learning Interaction

Defining family and work

LC SS
BWF B C
WPBS 4 6 12 14

1. Transparency: **Work / Family** (C 17)
Transparency: **A family is...** (C 18, 19)
Transparency: **Work is...** (C 20, 21)

Divide the class in half and then divide each half into small groups. Ask one half of the class to make a list of everything that comes to mind when they think of the word "family." The other half will do the same for the word "work." The lists should contain only one-word answers.
Examples: love, home, income, job, time.

As a class share lists. Have student recorders write the words on the corresponding half of the transparency, **Work / Family**, marking those items that are repeated.

Discussion Questions:
* What are some common descriptions of family that you can pull from your lists?
* Compare and contrast some of the descriptions.
* Why do people's ideas of the term family differ?
* What experiences might influence a person's perceptions or definition of family?
* What are some common descriptions of work that you can pull from your lists?
* Compare and contrast some of the descriptions of work.
* Why do people's ideas of the term work differ?
* What experiences might influence a person's perceptions or definition of work?

Have students move back into their cooperative learning groups and discuss/write a definition of work and a definition of family. As a class share the definitions and write them on the blank transparency, **A family is...**, or the blank transparency, **Work is...** As a class come up with a common definition for family and one for work. Compare and contrast with the definitions given on the transparencies, **A family is...** and **Work is...**

Family and work functions

2. Transparency: **Why do we have families? Why do we work?** (C 22)

Divide the class in half and then divide each half into cooperative learning groups. One half of the class will list their ideas/ answers to the following questions:

LC SS
BWF B C D
WPBS 4 6 12
14

Why do we have families?
What does a family provide?

The other half of the class will list their ideas/answers to the following questions:
Why do we work?
What does work provide?

Examples of **family functions** might include: socialization, finances/economics, emotional security, self-worth, rules to live by, value development, reproduction, communication, etc.

Examples of **work functions** might include: provide income, use talents, creativity, learning new skills, socialization, self-worth, etc.

As a class share lists. Have a student recorder write the ideas listed on a transparency or on the chalkboard, marking those that are repeated.

Discussion Questions:
- * What are the essential functions of the family? Why are they essential?
- * What happens when these essential functions are not carried out by the family?
- * What are the essential functions of work? Why are they essential?
- * What happens when these essential functions are not fulfilled at work?

Changes affecting family and work

LC SS
BWF B C D
WPBS 4 6 12
14

3. Transparency: **Words, tasks, things, activities that weren't around 5 to 10 years ago** (C 23)
Handout: **Change: Impact on Family and Work** (C 24)

Divide students into cooperative learning groups. Each group is to list **things/words/activities that were not around or were not common 5 to 10 years ago.** As a class share lists. Have a student recorder write the items listed on the chalkboard or on a transparency. Skip the repeat answers.

Examples might include: VCRs, dashboard dining, mini van, PCs, technology, AIDS, video rental, ITV, roller blades, wide screen TV, bread baking machines, DOS, low impact, user friendly, Nintendo, modems, safe sex, etc.

Have the class identify two changes from the list that they feel are of greatest significance or have had the greatest impact on the family/ on work. Discuss how these changes are impacting the family and work/workplace.
Example: Dashboard dining (eating on the run/ eating in our vehicles) impact -- more difficult to maintain high nutritional level in meals,

less relaxing mealtime, family time at mealtime more limited, higher fat content in many fast foods, expense, allows employees to run family errands during lunch hour at work, less time at home taken to prepare brown bag lunch or cook, foods chosen at lunch may affect work productivity in the afternoon, etc.

Have students complete the handout: **Change: Impact on Family and Work**

Family survey

LC SS M
BWF C
WPBS 12

4. Handout: **Family Census Survey** (C 25)
Transparency: **Family Census Survey -- National Data Comparison** (C 26)

Students are to complete the survey. They should not write their names on the surveys -- confidentiality is important. After the surveys are completed, divide the questions among the students to compile the results and calculate percentages.

Discussion Questions: (before showing results)
* How do you think our school/community will compare with the national statistics on these family issues? Why?
* What characteristics in a school/community would cause these statistics to be higher or lower?

(Show results of local survey)
* Are there areas/questions/results that surprise you? If yes, what are they, and in what ways are they a surprise?

(Show national family survey data)
* Compare and contrast the national data with the local survey results. Discuss the findings from the comparisons.
* How did the local school/community compare statistically with national family data?

Family structures

LC SS
BWF C
WPBS 6 9 10

5. Transparency: **Families** (C 27)
Handout: **Family Images and Reality -- Background Information** (C 7, 8)

As the students enter the classroom, have the transparency showing so the students may immediately begin forming "family" groups. They are to form families and make some decisions regarding their family.

Have the family groups share information about their families with the class. As the students describe their family, keep a checklist of types of family structures they formed.

Discussion Questions:

- * How do your class-formed families represent different family structures?
- * What family structure was most often formed? Why? (probably the traditional nuclear family because the majority of us picture that when we think of a family)
- * Where do your images of a family come from? How accurate of a picture do you get from these sources? Why?
- * What changes have occurred/are occurring in the U.S. that are causing changes in the structure of the family? What new structures are emerging?
- * When you formed into family groups, did anyone form into a non-traditional family group? If not, why do you think this happened? Are these other family structures ones that we don't recognize as family, not as "good" as the traditional family, etc.?
- * Do you notice anything about the ages of the husbands and wives in your family -- husbands older, wives younger? Is this still true, or is it a stereotype?
- * What ages were the children in your family? How old would the parents have been when the child was born? Is this a typical age for parents today, or are they older or younger when they have children?

Review the **Family Images and Reality -- Background Information** and discuss how it pertains to the previous discussion questions.

LC SS
BWF C
WPBS 4 8 12

6. Handout: **Family Structures -- Background Information** (C 9, 10)
Handout: **Identifying Family Structures** (C 28)
Handout: **My Family Structure** (C 29)

Review and discuss the background information. Have students do research to determine the percentages of each family structure in the U.S.

Discussion Questions:

- * Which family structure did you think was the most predominant in the U.S.? Why? Does that agree with the research findings?
- * If the traditional nuclear family is no longer the majority family structure, what implications does that have for our way of thinking on how we view family structures and families?

Complete the handouts: **Identifying Family Structures** and **My Family Structure**

LC SS
BWF C
WPBS 4 6 8 9
10 12

7. Assessment

Handout: **Presentation/Group Work Rubric -- Assessment Form** (C 30)

Divide students into cooperative learning groups and assign one family structure to each group. Each group is to identify and discuss needed information, make a poster using the information, and develop and give a presentation to the class. Both students and the teacher will complete the assessment form.

Information to cover in the presentation:
- Define the family structure
- Benefits of this type of family structure
- Challenges this type of family structure might present to a family
- The parent's role in this family structure
- The children's roles in this family structure
- The impact on balancing work and family

LC SS
BWF C F G
WPBS 4 6 8 9
10 11 12
14 15
FHA/HERO

8. FHA/HERO Integration

Focus on the meaning of "family" by having a FHA/HERO Family Reunion. Explain to the students that FHA/HERO is a type of family because members support one another and work together toward common goals.

This Family Reunion would be particularly beneficial at the beginning of the year to get group input and planning for the different projects during the year. It would also work well during the year when planning a particular project.

Plan an after-school or evening picnic. Everyone is to bring a snack (after-school) or a covered dish (evening). If the season permits, bring blankets and plan the event for outdoors. During the winter, have the picnic indoors and throw blankets or checked tablecloths on the cafeteria floor.

Select a family theme song, such as "We Are Family" or "Reunited." Follow the picnic with activities designed to build the "family" spirit among the members.

Debriefing

Content: In what ways are the functions of the family affected by societal changes/work and family changes?

In what ways are the structures of the family affected by societal changes/work and family changes?

How do your images of family affect your ability to balance work and family?

What implications do you draw from the comparison of local family data with national family data?

In what ways does the family structure affect the members' abilities to balance work and family?

Process: What did you learn through the process of critically thinking through the definitions, functions, and changes in the family?

How was it helpful to hear your peers views/presentations regarding the benefits and challenges of different family structures?

In what ways was it beneficial to work as a cooperative learning group to analyze family structures?

Work	Family

A family is...

A family is...

1. The body of persons who live in one house, and under one head; a household. 2. Those descended from a common progenitor; a tribe, clan or race: kindred. 3. A group of closely related individuals or groups; a family of languages. 4. A group comprising immediate kindred; especially the group formed of parents and children.

Webster's Dictionary

A group of two or more people linked together by marriage, birth or adoption.

Source Unknown

1a: a group of persons, sometimes living under one roof who nurture and support one another physically and emotionally. b: a mutually supportive team of individuals who work together and share skills and resources.
2a: an environment created by caring people where individuals learn to be productive members of society. b: a context for discovery where individuals can comfortably accept challenges, make mistakes, have wins, be self-expressive, and grow at a personal pace.

Future Homemakers of America

Work is...

Work is...

1. Exertion of strength or faculties to accomplish something; toil; labor; also, employment; occupation; as, to be out of work. 2. The matter on which one is working; task, duty. 3. That which is produced or accomplished by exertion or toil; product; also, anything accomplished; act; deed; feat, as a man of good works. 4. A place where industrial labor of any kind is carried on.

Webster's Dictionary

Household Work -- the tasks a family does in the home in order to keep up with day-to-day living.

Income Producing Work -- the job or occupation that provides money for the family needs.

Connie Sasse, Families Today, Glencoe, 1994

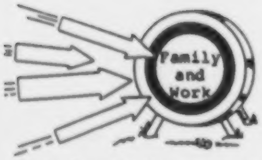
Issues in the Family C 22
TLI # 2 / Transparency

Why do we have families? What does a family provide?	Why do we work? What does work provide?

Words, tasks, things, activities that weren't around 5 to 10 years ago

Issues in the Family C 24
TLI # 3 / Handout

Change: Impact on Family and Work



Select one of the changes that has occurred in the last ten years and consider how it does or might affect the family. Explain several ways.

Select one of the changes that has occurred in the last ten years and consider how it does or might affect work/workplace. Explain several ways.

Select one of the changes that has occurred in the last ten years and consider how it does or might affect the family and work/workplace. Explain.

If you could "do away with" one of the changes that has taken place in the last ten years, what would it be? Why?

No Name Please

Family Census Survey

No Name Please

__________ Number of children in your family (include siblings who may be married or single and no longer live at home)

____Yes ____No Are you a member of a blended family/stepfamily?

____Yes ____No Have you ever lived in a family where there was only one parent in the home?

With whom do you live?

____mother and father
____mother and stepfather
____father and stepmother
____mother only
____father only
____neither parent
____other Please explain:______________________________

____Yes ____No Have your parents ever divorced?

____Yes ____No Has there been more than one divorce for your mother?

____Yes ____No Has there been more than one divorce for your father?

____Yes ____No If your parents have divorced, has your mother remarried?

____Yes ____No If your parents have divorced, has your father remarried?

____Yes ____No Do both of your parents work outside of the home (only if both parents live in your home)?

____Yes ____No Only your mother works outside of the home.

____Yes ____No Only your father works outside of the home.

____Yes ____No Neither parent has a job outside of the home (do not indicate "yes" if either parent is self-employed or has an income-producing job which they do at home)

__________ If both parents work outside the home, what percentage of the housework/cooking/child care/etc. does your dad do?

____ Yes ____No Does your family have outside household help come in on a regualr basis?

__________ How many meals do you "eat out" (on the average) each week?

__________ How many meals does your family "eat out" (on the average) each week?

____Yes ____No Do you have an elderly grandparent or other relative living in your home?

____Yes ____No Do you have an elderly grandparent or other relative that your parent or parents take care of or help out more than 5 hours per week?

______________ What are two major concerns/conflicts/problems you or
______________ your family are facing at the present time or lately?

______________ What do you consider to be your family's greatest strength?

______________ When you have a problem, to whom do you usually talk?

Family Census Survey -- National Data Comparison

The following information will allow you to make comparisons of student family data from the "Family Census Survey" and the national data of the United States.

* 1.8 -- average number of children per family

* Almost 1/3 of the U.S. population are in stepfamily situations.
1 out of every 3 Americans is now a stepparent, a stepchild, a stepsibling, or some other member of a stepfamily.
More than 1/2 of Americans today have been, are now, or will certainly be, in one or more step situations during their lives.
In 1985, 15% of children in married-couple families were stepchildren.
Nearly 65% of children living in a stepfamily live with their biological mother.

* 1 in 4 children live in single parent families.
26.3% of all American families are single-parent families.
Single-parent families are increasing 4 to 5 times faster than the two-parent family.

* The divorce rate: 1 out of 2 marriages will end in divorce.

* 73.6% of women ages 25 to 74 are in the work force.
56.7% of women with children under age 6 are in the work force.
45% of the work force workers are women.

* 18% of men whose wives work outside the home share housework with them. 61% said they did little or no housework.
Another survey said that 1 out of 5 men fully share the work at home.

* 15% of all households have regular household help come in.

* Family structures as listed by Census reports, 1991:
42% dual earner
19% traditional (statistics vary on this from 4% to 19%)
11% single mothers
3% single fathers
25% other (including retirees and others)

* 20 to 30% of all workers have some responsibility for elder care.

Families

Upon entering the classroom, form a group to represent a family.

Find a place in the classroom to sit with your "family" members.

With the members of your "family" decide on:

- Family name (surname)
- Individual members in your "family"
    - ages
    - roles
    - few characteristics

  Example: Dad, age 35, cashier at restaurant, hard working, likes to play golf
- Family activities
- Family issues, concerns or problems
- Where the family lives

Write this information about your "family" on a sheet of paper.

Identifying Family Structures

A family is a group of people who are related by law, choice, blood, or birth. There are many different types of families. Here are some family situations. On the blank to the left of each situation, write the letter of the family type. Some situations may have more than one type.

Family Situations

____ 1. When war destroyed their home in Southeast Asia, Sui and Su Lin came to America with their father. Gradually, other members of the family came to America. Now, Sui, Su Lin, their father, their father's brother and his two sons, and their grandfather all live in the same house.

____ 2. When her husband died, Mrs. Cane went to live with her son and daughter-in-law and their two children.

____ 3. Jenna Jackson was tired of the single life and wanted more meaning in her life. Through a social service agency, she was able to adopt a handicapped, 5-year-old little girl named Jessica.

____ 4. Karen and Rob have been married for 20 years. They have two children -- Alex, age 12, and Todd, age 15.

____ 5. When Lisa and Mark Brown divorced, Mark got custody of their two boys. A few years later, Mark married Connie Geer. Connie had a daughter, Carol, from a previous marriage.

____ 6. Last week Laura and Mike Jacobs celebrated their fourth wedding anniversary. They are beginning to talk about when they might want to start their family.

____ 7. Maria and Juan had been married 7 years when they decided to divorce. Maria had been a full time housewife and mother during their marriage. Now that they were divorced, she was looking into other options for her life but was also considering what would be best for her three children.

____ 8. Tyrone and Jerrica are enjoying a quieter lifestyle and a little bit of traveling now that their children are all married and both have retired from their jobs.

____ 9. When Ted and Jan divorced, they chose to divide their son's time between them.

Family Structures

a. Traditional/Nuclear
b. Couple
c. Adoptive
d. Single-Parent Family
e. Bi-nuclear
f. Joint Custody
g. Sole Custody
h. Displaced Homemaker
i. Blended/Step Family
j. Extended Family
k. Widow or Widower
l. Retired Couple/ Empty Nest Family

ANSWER KEY

(Remove before duplicating.)

1. j
2. j. k
3. c, d
4. a
5. e, g, i
6. b
7. e, g, h
8. l
9. e, f

My Family Structure

- Identify your family's structure
- Strengths and benefits of this family structure
- Challenges/conflicts/concerns/problems that go along with this family structure
- The parent's roles in this family structure
- The children's roles in this family structure
- The impact on balancing work and family

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: __________out of 56 possible points

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
✓C. Use mathematics and mathematical principles.
D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
    ✓1. clear articulation,
    ✓2. analysis,
    ✓3. conceptualization,
    4. synthesis, and
    5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

A. Apply problem-solving skills.
✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Family Strengths and Struggles

Background Information

Family Systems

The family is like a system in that all family members interact with one another. In a family system, every member has an effect on every other family member. When one member of the family is dysfunctional, the other parts of the family system are dysfunctional, or out of balance, too.

The rights and responsibilities in a family need to be balanced. Each family member has the following rights: physical needs (food, shelter, share in family resources); emotional support (receive love and affection); to speak and be heard (listened to and ideas respected); and support and encouragement. For each right there is also a responsibility: providing economically for physical needs, helping with household work; giving love and affection; willing to listen and respect others' ideas; and offering support and encouragement.

Families have rules that govern the family system. These rules may be overt (spoken and made obvious) or covert (unspoken, more hidden or just assumed). The rules may be related to finances, household, celebrations, social events, education, emotions, parenting, etc. Some rules are more healthy than others. Some examples of rules might include:

- work hard and earn lots of money so we can have a nice house
- it's okay to be a slob and leave the house or your room in a mess
- family birthdays are always celebrated with an extended family party
- every Friday Mom and Dad go out without the children
- good grades and a good education are a high priority
- it's okay to argue and whine with Mom, but not Dad

Each person has a role in the family system. The roles relate to how the rights, responsibilities, and rules are carried out. When family members carry out their roles, that is what makes the family system work. These roles may be chosen or assigned. In the healthy family system the roles may change as the ages of the children change, as a parent takes on another job, as one has more time, or related to the abilities and interests of the members.

When any member of the family neglects or chooses not to fulfill his or her responsibilities, it affects every other family member in a negative way. When roles are not fulfilled, the family becomes imbalanced. As a result, the family is not able to function smoothly. Then the family system has to adjust. They do so by helping members make changes or by working together to carry out the roles.

There are different types of connections between individuals in the system. These connections are often referred to as bonds. At different times there may be closer bonds with one parent than the other. At times these bonds might be antagonistic (opposing, resistive, contrary), protective, overly-involved and entangled/enmeshed. Some of these connections or bonds are healthy while others are unhealthy.

Family Strengths

Creating healthy, resilient families requires constant effort and commitment, but the rewards for both society and individual family members are immeasurable. For most families, the desire to strengthen their family unit is important. Every family that is strong has had to decide to work at improving its life. Every family has strengths, abilities, and assets that are unknown and unused. The strong family has spent time together thinking, talking, and doing those things that have helped it grow and flourish. By developing strengths and building on those strengths, families can grow stronger and be better able to deal with the many challenges that face families today.

Families may develop and build on family strengths by:

Sharing time together
- to communicate
- to share their thoughts, their plans, their feelings
- to help family relationships grow
- to make family decisions

Planning fun activities
- family fun time builds relationships
- memories of good times draw the family members together
- hobbies allow family members to do things together by carrying out a joint task
- trips to see things allow families to explore and learn together

Developing meaningful routines
- adds security to the family environment
- allows family members to know what to expect and count on from others
- allows time for sharing
- gets household jobs completed efficiently

Developing traditions
- builds a sense of family identity
- brings family members (often the extended family) together and strengthens that bond
- allows time for communication
- increases members commitment to the family unit

Six key qualities for making a strong family function have been identified through research of strong families. Those qualities are:

1. **Commitment**
   Crucial to any family's success is an investment of time, energy, spirit and heart, an investment otherwise known as commitment. The family comes first. Family members are dedicated to promoting each other's welfare and happiness.
2. **Time Together**
   When 1500 children were asked, "What do you think makes a happy family?" they didn't list money, cars, or fine homes. They replied: doing things together.
   Members of strong families agree. They spend lots of time together -- working, playing, attending religious services, and eating meals together. What you do isn't as important, they say, as doing it.
   What about quality versus quantity of time? Strong families realize the time they spend together needs to be good time. It also needs to be sufficient; quality interaction isn't likely to develop in a few minutes together.
3. **Appreciation**
   Feeling appreciated by others is one of the most basic of human needs. The quality of appreciation expressed by strong families is high. Many strong families decide to accent the positive, to look at what they have rather than what they lack.
4. **Communication**
   Psychologists know that good communication helps to create a sense of belonging and eases frustrations as well as full-blown crises. Strong families emphasize that good communication doesn't necessarily happen; it usually takes time and practice. Good communication means clearing up misunderstandings. Strong families work at deciphering one another's messages.

5. **Spiritual Wellness**
   Spiritual wellness was defined by strong families as a caring center within each of us that promotes sharing, love and compassion for others. For many, their spiritual needs are expressed by church or synagogue membership. For others, spirituality manifests itself as concern for those around them, or adherence to a moral code.
   Strong families express their spiritual dimension in daily life. They literally practice what they preach. Honesty, responsibility and tolerance are practiced by strong families in everyday life.
6. **Coping With Crisis**
   Strong families are not without problems. But they have the ability to surmount life's inevitable challenges when they arise. Many of the tools strong families use to cope with a crisis have already been mentioned: focusing on the positive, skill in communication, spiritual resources. Another significant tool is adaptability or flexibility.

All strong families know that a healthy family is a place we enter for comfort, development and regeneration; a place from which we go forth renewed and charged with power for positive living.

Family Crises

Crises are experiences, events or situations that cause people to make major changes in their lives in order to handle them. A crisis usually happens when a family experiences so much stress that it is unable to carry out its regular routines and functions; the amount or depth of the stress is overwhelming.

Crisis Determination Factors

Whether stress leads to a crisis or not depends on four different factors:

1. **The event itself and the hardship that results**
   - a devastating event that causes a family loss (tornado)
   - a stressful event that affects some or all of the family (relocation)
   - an event that occurs suddenly and there is no time to prepare for the change (accidental death)
   - an event that requires major adjustments (divorce)
2. **The pile-up effect**
   - sometimes crises result when several changes or stressors occur about the same time, or one stressor after another occurs
3. **How the family identifies and interprets the event**
   - with a negative attitude, many situations may appear to be a crisis when they really aren't
   - families who have a positive attitude will believe they can make a difference in their situation; they look for ways to grow and change
4. **The resources a family has to avoid or manage the stressful event**
   - having adequate resources may allow the family to prevent the stressor from becoming a crisis
   - using resources allows the family to handle the crisis more effectively
   - family members who are prepared to adjust and handle stress-producing events are more likely to prevent a crisis

Reactions to a Crisis

When a family or individual reacts to a crisis, they typically go through a process of four stages:

1. **Impact of the crisis**
   - the person/family feels the shock of the crisis
   - typical feelings might include: numb, blank, fear, helpless, overwhelmed, lack of control
2. **Withdrawal and Confusion**
   - may deny that a crisis exists
   - may withdraw their feelings and not care about things around them
   - may get confused and have trouble focusing or getting anything done

3. **Focus**
   - focuses on the reality of the situation
   - admits that a crisis has occurred and that action needs to be taken to deal with it
   - regains some sense of control in regards to emotions and handling the problem
   - sees the problem more clearly
   - explores options
   - makes plans to take charge of the crisis
4. **Take Action**
   - deals with the crisis
   - puts the plans that were made into action
   - makes changes that are practical and appropriate

Crisis Coping Strategies

When a crisis occurs, the individual or family needs to use specific coping strategies:

1. **Identify the source of the stress in the family and understand the situation**
   - identify the changes that have taken place in the family
   - identify how the family is affected
   - recognize the differences between internal and external stressors
     - internal stress comes from normal growth and development or unresolved conflicts
     - internal stress leads to increased arguments and tension in the family and is oftentimes difficult to identify
     - external stress comes from factors outside the home, such as work pressures, loss of job, pressures from peers, social pressures
     - with external stress it is usually easier for the family to identify and find a solution
2. **Seek solutions to the problem or the stressor**
   - identify what can be done to handle the changes
   - search for solutions that benefit all family members
   - keep an open, giving, flexible attitude
   - accept responsibility and don't blame
   - avoid the use of drugs or alcohol as a method of coping
3. **Use good interaction skills between family members so they can cooperate in times of stress and strengthen the family**
   - reduce the amount of stress
     - remove the source of the stress
     - break down the source of stress into smaller, easier to handle parts
   - reduce the effects of the stress
     - change responses to the stressful event
     - practice relaxation techniques
     - set aside time to communicate, share thoughts and feelings openly
     - take time to develop family recreation activities
     - encourage and support each other
4. **Identify and use resources to help handle stress and its effects**
   - financial resources (savings, insurance)
   - personal characteristics (joint decision making skills, listening, negotiation skills, flexibility, commitment, communication skills)
   - family support group
     - spending time together
     - commitment to work together, help others grow and succeed, offer understanding and encouragement, build esteem and capabilities
   - community support group
     - keep involved with friends and community which can result in strong support
     - support groups who have experienced similar situations and can provide understanding and encouragement
     - professional resource people can provide information and help family members develop skills for handling the changes they are experiencing

Teaching-Learning Interaction

Family systems

LC SS
BWF B C
WPBS 4 6 8 9 10 12 14

1. Divide students into cooperative learning groups and have them **write a job description for being a family member.** Include qualities and skills needed, roles to be carried out, and kinds of preparation that would be helpful. After completing the job description, share with the class. Discuss with students whether they have the qualifications to fill the job as they've described it. If not, what could they do to gain those qualities and skills?

LC SS
BWF B C
WPBS 4 9 10

2. Handout: **Family Systems -- Background Information** (C 33)
   Transparency: **Connections in the Family System** (C 49)

   Review the background information.

   Discussion Questions:
   * What are the differences between looking at a family as a collection of individuals versus looking at a family as a system?
   * What is interdependence? What does that mean in a family?
   * What are some examples of ways that dysfunctions of one family member affects other family members? Explain the ways that family members are affected.
     Examples: -parent loses job and family is without his/her income
     -teen drops out of school
     -severe illness of a family member
   * What are some examples of ways that positive experiences of one family member affects other family members? Explain the ways that family members are affected.
     Examples: -teenage son/daughter is very involved in fall, winter and spring sports
     -parent is offered a promotion at work that requires more hours and more travel
   * What happens to the family system when a second parent or a single parent enters the work force after having been at home for years caring for the children and the household?
   * What happens to the family system when a teen in the family takes on a part-time job during the school year?
   * Will the family system be the same or different for each child in the family?

- * Are the connections/bonds between individuals in the family system the same or different for all family members? Explain.

Show the transparency **Connections in the Family System** and discuss. Divide students into cooperative learning groups to map out the family connections in one of the following assigned family structures:

single parent family, two children
blended family, include step-relationships and both parents
traditional family with an elderly grandparent living with the family
a couple who has children who have all moved out of the home because of marriage or college, children come home to visit on weekends occasionally

Students are to determine the relationship patterns or "connections" between the family members in these family structures. Have the students map the family connections on a transparency or large sheet of paper so they can share it with the class.

On a separate sheet of paper, have each student map out his/her family connections.

Rights and responsibilities

LC SS
BWF B C
WPBS 4 6 9 10

3. Handout: **Family Rights and Responsibilities** (C 50)

Divide students into cooperative learning groups to complete and discuss the handout. Students are to write down additional rights and responsibilities of family members. The lower portion of the handout is to be completed by each individual student.

Rules and limits

LC SS
BWF B C
WPBS 4 6 9 10

4. Transparency: **Think-Write-Share-Compare -- Family Rules and Limits** (C 51)
Handout: **Family Rules and Limits** (C 52)

Show the transparency and review the instructions. Divide students into cooperative learning groups to complete the work from the transparency and on the handout.

Discussion Questions:

- * Why are rules and limits a necessary part of a family system?
- * What would happen to the family system if there were no rules or limits?
- * Why is it difficult to select family rules and limits that are fair (or seen as fair) for all family members?
- * What are some ways that family members could use to establish rules and limits?

Traits of a strong family

LC SS
BWF A C
WPBS 4 6 9 10

5. Handout: **ABCs of Family Strengths** (C 53)

Show students a picture of a family that appears happy. Ask students whether they think the family in the picture is a strong family. Why or why not?

Then tell the students that the father in the picture will be in jail tomorrow because he was convicted of driving under the influence of alcohol (DUI) and was involved in a car accident where another person was killed. This will be the father's third time in jail for DUI. Ask students: Does this change your perceptions of whether the family is strong? Why or why not?

Tell the students that the teenage son or daughter in the picture is the unmarried father of a 5-month-old baby or the unmarried mother of a 5-month-old baby. Ask students: Does this change your perceptions of whether the family is strong? Why or why not?

Point out to students that family strength is measured not just by what happens to a family but by how family members react to what happens to it.

Discussion Questions:

- What qualities do you think make a family strong? Why?
- Are strong families free of problems? Why or why not?
- What are the benefits to you and your family that come from having a strong family?
- What are some of the potentially negative repercussions of growing up in a family that was not a strong family?
- How do you think a family builds family strengths?

Have students work in cooperative learning groups to complete the handout **ABCs of Family Strengths.** Students are to develop a list of the ABCs of family strengths/good family relationships. Examples might include: A/affection, B/balance in responsibilities, and C/commitment. Have students compare and contrast their lists.

LC SS
BWF A C
WPBS 4 6 9 10

6. Handout: **Traits of a Healthy Family** (C 54)
Handout: **Family Traits -- Check It Out** (C 55, 56)

The handout, **Traits of a Healthy Family**, lists 15 traits chosen by family practitioners as traits most commonly found in healthy families. Students are to rank the traits in order of importance. After individually completing the ranking, students are to form cooperative learning groups to discuss, identify, and justify their top 5 choices.

Students are to complete the second handout.

LC SS
BWF A C
WPBS 4

7. Handout: **Family Strengths -- Background Information** (C 33, 34)

Have students write an essay describing how each of the qualities listed in the background information is a key quality in a strong family.

LC SS
BWF A C
WPBS 4

8. Handout: **Into the Future -- What Will You Remember Your Parents For?** (C 57)

Students are to complete the handout. After completion of the handout, ask students to identify things they think their parents will remember them for.

Leadership in the family

LC SS
BWF A C
WPBS 4 6 9 10

9. Transparency/Handout: **Leadership Skills in the Family** (C 58)

Show the transparency. Tell students that leadership skills influence the functioning of the family -- the stronger the leadership skills the stronger the family usually is. As a class, discuss/explain each of the leadership skills and describe how each skill is important in family functioning.

Divide students into cooperative learning groups to build a house from the newspaper and tape you provide. Allow about 25 minutes to build the houses. Judge the houses on creativity, strength, and stability. Upon completion of the house, students are to identify the leadership skills used during the house building and who primarily took on that leadership skill/role.

Have students complete the handout in groups and give oral reports on the situations they chose and the leadership skills used in the situation.

Family affirmations

LC SS
BWF A C
WPBS 4 9 10

10. Read the following statements to the students one at a time and solicit their reactions.

Too often we are more courteous, understanding, and appreciative to casual acquaintances than we are to those we love -- to our family members. It is easy to take our loved ones for granted.

Some psychologists believe it takes four positive comments to balance one negative comment.

A hug is a perfect gift -- one size fits all and nobody minds if you exchange it.

Discussion Questions:
* What types of comments (positive/negative) do you typically get in a day at home? at school? with friends? at work?
* What proportion of positive and negative comments do you think you receive?
* What are the effects of these comments?
* What is an affirmation? Are affirmations verbal, non-verbal, behaviors, what?
* What things have you observed in your family or in other families that show affirmation of others?

Have students keep a record for one week of **examples of family affirmations to others.** They may gather these affirmation examples from real life, television, movies, books, etc. Share their findings with the class.

Discussion Questions:
* What consequences occurred as a result of the actions/affirmations you observed?
* What conclusions do you draw about the importance of affirmations?
* How can you use affirmations in your present family? future family?

Have students select one of their family members and give that person one sincere affirmation every day for a week. Ask the student to record the affirmation and the reaction each day. Affirmations can easily start with, "I noticed...". At the end of the week, discuss their experiences and the effect the daily affirmations had on the relationship between the family members. Ask why they think this happened.

Family discussion starters

LC SS
BWF A C
WPBS 4 6 9 10

11. Handout: **Getting to Know You** (C 59)

Tell students: Family communication is the most important trait in a healthy, strong family.

Have students complete the handout.

Discussion Questions:

- What are your reactions to talking with your parent/grandparent and learning more about them?
- In what ways was this family interaction beneficial to you?

Family traditions and rituals

LC SS
BWF A C
WPBS 4

12. Tell the students: A **ritual** is any repeated, shared activity that is full of meaning and satisfying for all family members. Rituals are important not so much for what is said or done, but for the results they yield, the sense of "we-ness" that grows out of a shared experience and the feeling of rightness that comes from the repetition. Families that have the strongest ties have the most rituals. Rituals provide the sense of continuity, understanding, and love that strengthens family closeness. Ritual examples might include: a bedtime ritual, family reading time, Dad cooks Sunday morning brunch.

Ask students to think about the rituals in their family now or as they were growing up. Write the rituals down on a piece of paper. Share with the class.

Discussion Questions:

- Why do some of these rituals make us closer as a family? What do we gain from rituals?
- What happens when a ritual is skipped for a length of time? When might this happen?
- How do rituals get started?

Tell students: **Traditions** are customs/events that are repeated over time and often passed from one generation to another. Traditions bring families closer together, creating bonds and links to the past. Examples of traditions might include: holiday celebrations, music, celebrating good report cards, special foods, etc.

Have each student identify and describe a tradition in his or her family. List class traditions. Pair students to identify traditions they may want in their future family.

Have each student create a family trivia game with his or her family. The game should be based on family facts, history, and traditions. Questions could be asked about marriages, births, names of older relatives, how many second cousins you have, special circumstances regarding your birth, etc.

Family time

LC SS M
BWF A C
WPBS 4 6 9 10

13. Read the following statements to the students one at a time and solicit their reactions.

Strong families know that spending time together and doing things together don't simply happen. Strong families plan family activities that the entire family can do together.

Building strong relationships in the family is time-consuming. There really is no substitute for time spent together. However, families today are often very busy with school, work, friends, and activities. Often, family time is low on the priority list.

Discussion Questions:
- How does spending time together build family relationships? Does time together ever break down family relationships?
- What are some factors that affect the amount of time a family has available to be together?
- What impact do dual-income earners within a family have on available time?
- What often happens if family time is not planned or scheduled?

Divide students into cooperative learning groups to discuss/write out ideas for the following:

1. Create a list of recreational activities available to families in the home or in the community that can be done at:
   No cost --
   Low cost --
   Moderate cost --
   High cost --
2. Write out suggestions on ways to use the time family members spend at home more effectively -- **to make it quality time.**
3. Many activities that grow out of a family's shared beliefs involve service to others, which is one aspect of citizenship. List projects that involve serving others in the community that could involve the entire family.

4. Make a list of the positive and negative aspects of TV watching on family time and building family strengths.

Share the ideas as a class.

Have students keep a log of how much time family members spend watching television during the week. At the end of the week, have students add the amounts and calculate the percentage of total waking hours spent watching TV. Ask students: What conclusions can you draw about the role of television in family life? How can you make television more of a family time rather than something one family member does by himself or herself?

LC SS
BWF A C
WPBS 4 6 8 9 10 11 12 14 15
FHA/HERO

14. **FHA/HERO Integration**
As an action project, use the "Family Ties" unit from the Power of One program to apply the information from this section. Students plan and implement a project that they believe is important to strengthen their personal family, learn more about a particular family structure, or examine more closely a specific issue's impact on today's families.

Family crises

LC SS
BWF A C
WPBS 4 10 12

15. Provide students with copies of old **newspapers.** Ask them to look through the papers, **finding at least one story about a specific crisis someone faced.** Have each student summarize one news story, explaining the specific item or event that led to a crisis. Share with the class.

LC SS
BWF A C
WPBS 4 9 10

16. Have students **imagine that they have been severely injured in an accident.** They will be in the hospital for at least three months and will be physically disabled afterwards. Ask them to describe how they might feel and how they might react to the crisis. Ask them what personal, family, and community resources they would call on to help deal with the crisis.

Discussion Questions:
* What is your definition of a crisis?
* What are the differences between a crisis and a stressful situation? Could they be the same thing?
* What are examples of situations in a family that could be a crisis? for a teen?
* What is the likelihood of your experiencing a crisis during your life?

LC SS
BWF A C
WPBS 4 9 10

17. Handout: **Family Crisis -- Background Information** (C 35, 36)

Review the information with the students.

Discussion Questions:

- What are some reactions people might have to a crisis? Will there be any differences in the reactions of children/teens/adults? Why or why not?
- How can an event produce a crisis in one family but not in another?
- When a family cannot adjust to changes brought about by a crisis, how does this affect the family system?
- How can a support system or resources help you deal with a crisis?
- How would you know when to use resources/a support system?
- What characteristics do you want in the person(s) who serve as a support or as a resource? (acceptance, accurate positive and negative feedback, openness, able to push and "stretch" you, dependable, trustworthy, knowledgeable, etc.)
- What kinds of resources does your community have available to families?

Have students investigate and report on community agencies/hotlines/shelters, the services they provide, the clients they serve, the cost of services, and how the clients can obtain the services.

LC SS
BWF A C
WPBS 4 8

18. Handout: **The Impact of a Crisis** (C 60)

Students are to read through a list of crisis situations and rank the stress level/impact of each situation.

Managing family crisis

LC SS
BWF A C F
WPBS 4 6 8 9 10 12

19. Transparency/Handout: **Managing a Family Crisis** (C 61)

Work through an example of **Managing a Family Crisis** (mapping out a crisis) with the students before they do it. Read the following case study to the students and map out the crisis on the transparency.

Gloria and Greg have been married 14 years and have three school-age children: Susan, age 6; Kindra, age 8; and Kevin, age 11. Greg drives a delivery truck. He has only recently returned to work after recovering from a truck accident, in which he was severely injured. After a long stay in the hospital and physical therapy, he is glad to be back at work, yet a little nervous about driving so much and the potential for another accident. Gloria works part-time as a restaurant hostess. During Greg's recovery, she had a difficult time handling even a part-time job with the hospital visits, helping with physical therapy, handling the household and child care responsibilities, and helping care for her elderly father. Kindra struggled with her dad's hospitalization and had a great deal of difficulty in school as a result. She works with a tutor three days a week after school, as well as receiving special help at home from her parents. Recently, Gloria's widowed, 82-year-old father has been having more trouble taking care of himself. Gloria and Greg have agreed that he should move in with them. They have some extra space if two of the children share a bedroom, and his pension and Social Security will cover most of his expenses. Gloria's father, however, is very much opposed to the idea. Also, Kevin doesn't want his Grandpa living with the family because he thinks he's grouchy and mean. Something has to be done to help take care of Grandpa.

Divide students into cooperative learning groups and have them select (or you can assign) a crisis situation from the list of crises used in the previous activity. Make sure there is a mix of adult and teen situations. The students are to write a case study that includes: family information, factors that would affect the family in being able to handle the crisis (crisis determination factors), and the details of the crisis affecting the family. Groups are to exchange case studies with another group and use the handout/transparency to map out the crisis. Share with the class.

LC SS
BWF A C F
WPBS 4 8 9 10

20. Have students write "Dear Ann" letters sharing a concern/problem/stress they are facing in their life (family or personal). They should not sign names. Collect, type, and distribute one letter to each student to write an answer. Share responses in class and discuss. Tell students: Many problems can be handled in a variety of ways before they become a crisis.

Debriefing

Content: In what ways do family systems affect the balancing of work and family?

How do family strengths impact work and family decisions?

What implications are there for balancing work and family when families are able to work through a crisis situation in a constructive manner?

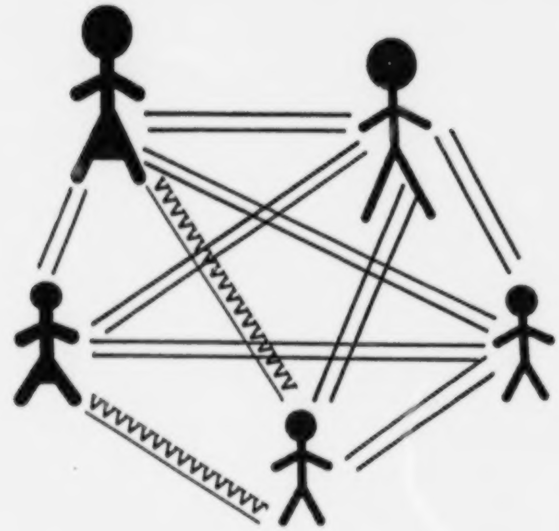
Process: What did you learn from the process of identifying and diagraming the family connections in a family system?

In what ways was it beneficial to work in a cooperative learning group to identify and analyze family rules and limits?

How was it beneficial to critically think about and evaluate your family's traits?

How was it beneficial to use problem solving skills in working through a crisis situation?

Connections in the Family System



Mother/Father: fairly strong, secure relationship

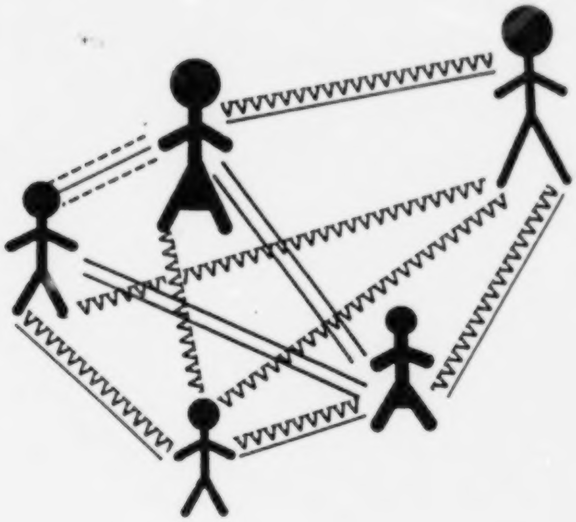
Sibling rivalry between C1 and C2; children 1½ years apart in age

Mother and C2 experiencing some tension in their relationship

All other relationships experiencing healthy give and take

KEY:

VVVVVV	**Some tension in relationship**
———	**Healthy give and take**
------	**Overly involved, enmeshed**
VVVVVV	**Antagonistic, resistive relationship**



Father: compulsive addictive behavior; strained relationships with all family members

Mother: distanced relationship with husband; enmeshed/ overly-involved with oldest son; antagonistic relationship with C2; healthy relationship with C3

C1: good student; well-behaved; substitute husband and father

C2: in trouble a lot; rebel

C3: passive; overweight

Family Rights and Responsibilities

Rights of Family Members	Responsibilities of Family Members
Physical needs food shelter	**Physical needs** earn money to pay for food earn money to pay for shelter help with household work
Emotional support receive love and affection	**Emotional support** give love and affection spend family time together in order to build relationships
To speak and be heard be listened to have ideas respected	**To speak and be heard** listen to other family members respect others' ideas work together on decision making
Support and encouragement have family support and encourage you	**Support and encouragement** give support and encouragement

Identify three of your main responsibilities within your family.

What happens when you don't carry out these responsibilities?

What happens when you do carry out these responsibilities?

Family Rules and Limits

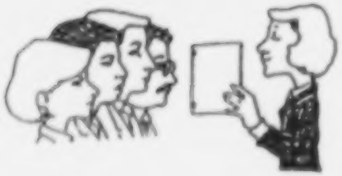
Think

Think of rules and limits, both overt and covert, in your family.

Write

Write down the rules and limits in your family.

Share



Share your family rules in a cooperative learning group. Select a recorder to write all of the rules and limits on the handout.

Compare

Compare and discuss the family rules and limits and complete the handout.

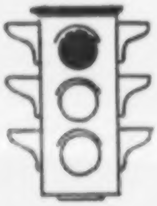
Issues in the Family C 52
TLI # 4 / Handout

Family Rules and Limits

Directions: As an individual, think of rules and limits your family has. Write them down. Then, as a group, complete the questions below. Compare and discuss.

List OVERT family rules or limits	Why parents/ families have these rules	What important family belief underlies this rule?	Do you consider this rule fair or unfair?	Why?
List COVERT family rules or limits				

Create a list of rules or limits you would establish if you were the parents of teenagers.



Why are rules and limits a necessary part of a family system?

ABCs of Family Strengths

Directions: Use all of the letters of the alphabet to identify family strengths or the qualities of a healthy family relationship. Examples of strengths might include: A/affection, B/balance in responsibilities, and C/commitment.

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Select the five strengths you feel are most important for a healthy family relationship and list them below. Justify each choice.

Issues in the Family C 54
TLI # 6 / Handout

Traits of a Healthy Family

*Note: Answers to the ranking: 3, 10, 4, 14, 12, 7, 15, 5, 9, 13, 6, 11, 2, 8, 1. Cut this part off before duplicating.

Directions: Listed below are 15 traits chosen by family practitioners as traits most commonly found in healthy families. In the first column, rank the traits in order of importance, with #1 being the most important in contributing to a family's strength.

___ ___ 1. The healthy family admits to problems and seeks help.
___ ___ 2. The healthy family fosters family table time and conversation.
___ ___ 3. The healthy family communicates and listens.
___ ___ 4. The healthy family teaches respect for others.
___ ___ 5. The healthy family has a strong sense of kinship with traditions.
___ ___ 6. The healthy family respects the privacy of one another.
___ ___ 7. The healthy family shares responsibility.
___ ___ 8. The healthy family shares leisure time.
___ ___ 9. The healthy family has a balance of interaction.
___ ___ 10. The healthy family affirms and supports.
___ ___ 11. The healthy family values service to others.
___ ___ 12. The healthy family has a sense of play and humor.
___ ___ 13. The healthy family has a shared religious core.
___ ___ 14. The healthy family develops a sense of trust.
___ ___ 15. The healthy family teaches right and wrong.

Prioritize the above traits here as you evaluate them in your own family, #1 being your strongest and #15 your weakest.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

Form a cooperative learning group to discuss, identify, and justify the group's top 5 choices/most important traits. Star the traits on the list above and write the justifications on the back side of this paper.

Family Traits -- Check It Out

Directions: Check those traits that you think are a definite strength in your family. Some of the traits are grouped together for this activity.

Communicating: Trait 1 and 13

___ The family shares responsibility.
___ The family has control over television.
___ The family listens and responds.
___ The family recognizes nonverbal messages.
___ The family encourages individual feelings and independent thinking.
___ The family recognizes turn-off words and put-down phrases.
___ The family develops a pattern of working through problems and conflicts.

Affirming and Supporting: Trait 2

___ The parents have good self-esteem.
___ Everyone is expected to affirm and support.
___ The family realizes that support doesn't mean pressure.
___ The family makes a commitment to family as a high priority.
___ The family's basic mood is positive.
___ The family supports its community, schools, etc.
___ The family avoids taking out stresses on each other.

Respecting Others: Trait 3

___ The family respects individual differences within the family.
___ The family knows that self-respect means just that -- respect for self.
___ The family accords respect to all groups, not just to approved ones.
___ The family respects individual decisions.
___ The family shows respect to those outside the family.
___ The family respects the property of others.

Trusting: Trait 4

___ The husband and wife trust each other deeply.
___ The children are gradually given more opportunity to earn trust.
___ The family doesn't break trust for the amusement of others.
___ The family realizes that broken trust can be mended.
___ Parents, as well as children, are trustworthy.

Sharing Time: Traits 5, 9, and 14

___ The family keeps its collective leisure time in balance.
___ The family prioritizes its activities.
___ The family prizes chances to spend time alone with individual members.
___ The family controls television usage.
___ The family plans how to use its time.
___ The family laughs together.
___ The family members reserve time for individual interests.

Fostering Responsibility: Trait 6

___ The family has and follows family rules and limits.
___ Parents see the relationship between responsibility and self-esteem.
___ Each family member assumes a fair share of responsibility for housework.
___ The family understands that responsibility means more than doing chores.
___ The family recognizes responsibility as more than orderliness & perfection.
___ The family gears responsibility to capability.
___ Responsibility is paired with recognition.
___ The family expects members to live the consequences of irresponsibility.
___ The family makes many joint decisions.
___ The family is flexible and re-defines roles and responsibilities when necessary.

Teaching Morals: Trait 7

___ Husband and wife share a consensus of important values.
___ The parents teach clear and specific guidelines about right and wrong.
___ Children are held responsible for their own moral behavior.
___ The family realizes that intent is crucial in judging behavior.
___ Parents help children to live morally.

Enjoying Traditions: Trait 8

___ The family treasures its past history and shares it.
___ The family has a person and/or place that serves as focus.
___ The family makes a conscious effort to gather as an immediate and extended family.
___ The family views itself as a link between the past and the future.
___ The family honors its elders and welcomes its babies.
___ The family cherishes and participates in its traditions and rituals.

Sharing Religion: Trait 10

___ Faith plays a foundational role in daily family life.
___ A religious core strengthens the family support system.
___ Parents feel responsible to pass on faith in positive ways.

Respecting Privacy: Trait 11

___ The family looks forward to the teen and separating years.
___ The family moves from parental rules to mutually negotiated rules.
___ The family does not link respect to age, sex, or any other criterion.
___ The family respects fads, friends, confidences, room privacy, and time alone.
___ The family lets go.

Valuing Service: Trait 12

___ The family is basically empathetic (understanding) and unselfish.
___ The family serves others in concrete ways.
___ The family seeks to simplify its life style.
___ The family is generous and open to others.
___ The family keeps its volunteerism under control.

Getting Help: Trait 15

___ The family expects problems as a normal part of family life.
___ The family develops problem-solving techniques.
___ The family pulls together when there is a serious problem.

Select and list 5 traits that are of importance to you that you did not check. Think of activities your family could participate in that would help improve each of those areas. Write these ideas down. Choose one that you would .d like to work on with your family.

Into the Future...

What Will You Remember Your Parents For?

Directions: Move yourself into the future of 10 to 15 years from now. You are approximately 26 to 31 years of age. You may be married. You may have children. You have a job that you have probably been in for a number of years. You may own a home of your own. You may have learned a lot about the value of money and some of the struggles of raising children.

Now, look back over your life when you were at home with your parents.

What will you remember your parents for?

___ Showing that they loved me
___ Respecting my feelings
___ Caring enough to discipline me
___ Encouraging my efforts
___ Being fun to be with
___ Listening to me
___ Taking time for family activities
___ Having a sense of humor
___ Pushing me to achieve
___ Welcoming my friends
___ Being there when I needed them
___ Teaching me sensitivity to others
___ Accepting my imperfections
___ Teaching me compassion for others
___ Setting a good example
___ Teaching me the value of money
___ Reading to me
___ ____________________________________
___ ____________________________________
___ ____________________________________
___ ____________________________________
___ ____________________________________

What are some things you think your parents would remember you for?

Is is necessary for you to wait until adulthood before you recognize the important things your parents have/are doing for you? What might you want to do with this information/recognition now?

Leadership Skills in the Family

Directions: Choose a family situation. You may use one from the following list or select one of your own: going on vacation, death in the family, going to the lake for the weekend, mother beginning a job outside the home, planning a party, etc. Give examples of details/decisions/plans/etc. using each of the leadership skills in the situation you choose.

Situation:

LEADERSHIP SKILLS	Examples of details/decisions/plans/etc. using this leadership skill
USE KNOWLEDGE	
BUILD INTEREST	
GUIDE DECISIONS	
ORGANIZE EFFORTS	
INVOLVE MEMBERS	

Getting to Know You

Directions: Interview a parent/guardian/special relative and a grandparent/older relative. Write out the questions and answers on another sheet of paper. Keep this information -- it is your family history.

The person I chose to interview is: ______________________________

1. How old were you when you married?
   How long did you date before you married?
   What kinds of things did you do on your dates?
   Do you think you were really ready for marriage at that age?
   Do you think it was a good age at which to marry?
2. Where were you married?
   How was it decided where the wedding would be?
   What was the wedding ceremony and reception like?
3. What do you remember most about high school?
   Were your high school days generally "happy days" or "sad days"? Why?
   What was your favorite subject in school? Why?
   How is that subject different now than from what it was then?
4. What was your first car?
   How old were you when you got your first car?
   Who paid for the car, gas, insurance, etc.?
   Were there any family conflicts regarding your car/driving?
5. What was your favorite hangout or recreation during high school?
   How often did you get to go out (recreation/friends) each week?
   Who were your closest friends? Do you still see them?
6. Was there any pressure to use drugs or alcohol?
   Was it a big problem like it is now?
7. What is one of your most memorable experiences?
   What was special about it?
8. What was your favorite hobby?
   What hobbies were you involved with as a child? teen?
   What clubs or activities were you involved in?
9. What was your favorite food?
   What kind of an eater were you?
   Who did the cooking in your home when you grew up?
10. What was your first job?
    What did you earn?
    How did you get/choose your first job?
    Did you like it?
11. What was your most embarrassing moment?
    How did you handle the embarrassment?
12. What was your proudest moment? Why?
13. What was a crazy mistake you made?
    How did your parents react to it?
    What were the consequences?
14. What were some of your family traditions when you grew up?

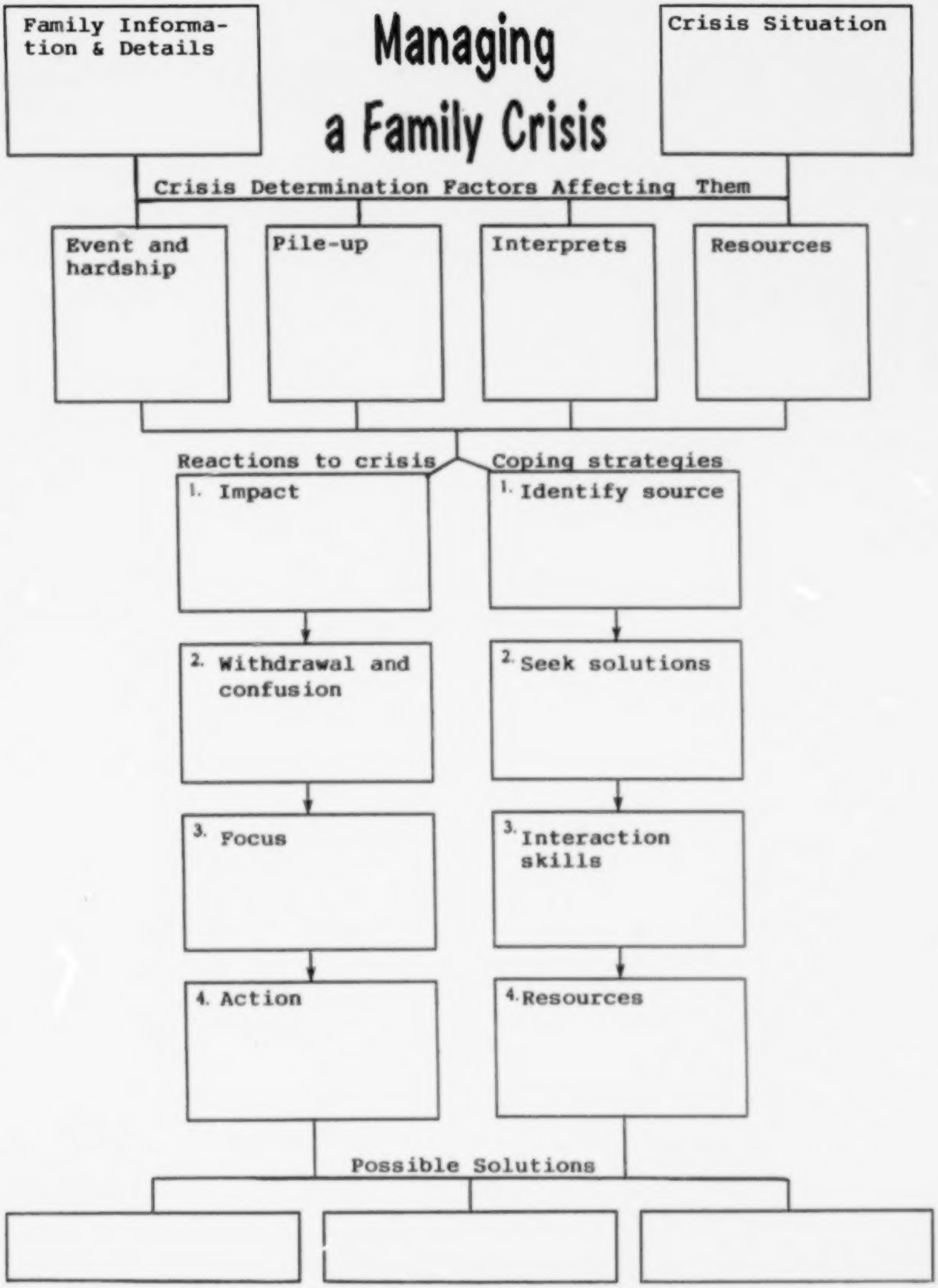
Issues in the Family C 60
TLI # 18 / Handout

The Impact of a Crisis

Directions: Read the list of crises below. Rank the crises in order of severity/stressfulness from your viewpoint -- as if it were happening to you or a family member. Number one will be the crisis you feel would be the most devastating or most stressful.

___ Selecting a career for life
___ Severe illness of a family member
___ Breakup with a loved one
___ Divorce of parents
___ Death of a friend
___ Moving to an unfamiliar area
___ Mental breakdown of a family member
___ Criminal attack (type__________)
___ Pregnant and not married
___ Fathered a child and not married
___ Death of a parent
___ Handicapped family member
___ Remarriage of parents
___ Choosing college or training programs
___ Family member addicted to alcohol or drugs
___ Unemployed parent; no income
___ Child abuse and neglect in your family
___ Failing in school
___ Family income cut in half
___ Relative coming to live with the family
___ Major promotion of family member
___ Birth of a mentally retarded child
___ A three-month stay by an ill family member
___ Destruction of the family home and belongings
___ Parenthood
___ Bankruptcy of the family
___ Violence in the family
___ Disabled as a result of an accident

Managing a Family Crisis



Family Information & Details

Crisis Situation

Crisis Determination Factors Affecting Them

Event and hardship

Pile-up

Interprets

Resources

Reactions to crisis

1. Impact
2. Withdrawal and confusion
3. Focus
4. Action

Coping strategies

1. Identify source
2. Seek solutions
3. Interaction skills
4. Resources

Possible Solutions

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
    - ✓1. clear articulation,
    - ✓2. analysis,
    - ✓3. conceptualization,
    - ✓4. synthesis, and
    - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

The Family Issues Behind the Statistics

Background Information

Family Trends

Looking into the future isn't easy. People who study changes in society use statistics and other facts about the past to identify patterns of change. When they see a general direction of change over a period of time, they have identified a trend. Just as things are not the same as they were in the past, they will not be quite the same in the years ahead.

Trends affect you, your family, and your family life, and they will continue to in the future. Knowing about them can be helpful. You can move into the future with confidence. Since you know what to expect, you can be better prepared for what's ahead.

The Aging Population

On the whole, people are living longer than they used to. This trend is having a strong impact on society. Medical advances and improvements in nutrition have contributed to the longer lifespans.

Another cause of the aging population is the change in birth rates. After World War II, there was a baby boom. Many babies were born, and families were large. Your parents may have been born during the baby boom, from 1945 to 1965. After 1965, the birth rate started dropping, and fewer children were born. The sheer numbers of people in the baby boom years means the average age of the population increases as the baby boomers get older.

With a larger population of aging people, new concerns arise. More medical and health services are needed for the aging. Homes may need to be specially equipped for them. Better transportation services must be provided. Support services are needed for the elderly who live at home and for those who take care of them in their homes.

The aging population has a strong impact on families and the way they function. Many families have older members who need care and attention. These older family members may need financial support as well. As aging family members are brought into the homes of their children, the families must make adjustments.

The Changing Workplace

During your lifetime, you may hold a job that doesn't even exist now. Whereas people often had one job for a lifetime in the past, they might now have several.

For many years, jobs were available in manufacturing. People were needed to make goods, such as cars, trucks, appliances, and equipment. Far fewer workers are needed for these jobs today. With advanced technology, computers and robots can now do the tasks that people used to do. Computer technology has also increased the ability to process and distribute information.

For these reasons, the workplace is changing. An increasing number of jobs now involve processing information with the aid of computers and providing services to others. Such jobs make up what is known as service industries.

Over three-fourths of employed Americans now work in service industries. Many services have resulted from the changes in society. Catalog shopping, house cleaning, food catering, and home maintenance are all service areas that have expanded in recent years.

Declining Family Income

Family incomes are lower than they were in the past. Among the reasons is the move to a service economy. On the whole, service jobs do not pay as well as those in manufacturing.

For whatever reasons, many families today struggle financially to make ends meet. They may no longer be able to afford items they once expected to purchase. Many are not able to buy a home of their own. The soaring cost of college means that families who expected to send their children to college may not be able to. Many students must rely on financial aid and work income rather than family help in order to receive advanced education or training.

In general, females have had a particularly difficult time earning an equitable wage in the work force over the years. Although their earnings have increased overall, change is still needed. Many women who make a living wage now do so because they have received the education and training they need to get a good job.

Women who are single parents are particularly at economic risk. Many of them have no jobs or ones with very low pay. Often they receive little or no financial support from the fathers of their children. An increasing number of single women and their children live in poverty, a trend called the feminization of poverty. Women who have prepared themselves to be independent wage earners, on the other hand, fare much better as single parents.

In the U.S., the gap between high and low incomes is widening. Because there are so many more people who earn lower incomes, the average family income is declining. For example, in 1979, a man, age 30, with a college degree earned about 27% more than a man of 30 with a high school diploma. By 1991, the difference was 65%. The income of the average college graduate has kept pace with inflation and rising costs while that of the average high school graduate hasn't. In constant terms, the high school graduate salary of $27,000 in 1979 is worth only $23,000 in 1991.

Inadequate worker skills are the cause. Fewer jobs require the skills of the typical high school graduate. Workers with computer skills are needed. One economist estimates that those who use computers earn an average of 15% more than those who don't. Technical training can help high school graduates overcome, at least somewhat, the wide difference in salaries between high school and college graduates.

Dual-Income Families

An increasing number of households now have two wage earners. Both parents may have careers that they wish to pursue, or they may need the income from two jobs. Families with two wage earners often have special needs related to child care and management. They may need additional services because they have less time for routine household tasks.

A Global Workplace

The workplace has become global rather than local. Products and services developed in your area may be sold in other countries. Stores in your community carry many products from other countries. Some businesses may be owned by people or companies from other countries. As the world becomes smaller through improved communication and transportation technology, links with other countries will continue to increase. Families are likely to live and work closely with people of all ethnic backgrounds.

Lifelong Education

Formal education is no longer just for the young. People of all ages are attending college or getting other types of training. Many people need retraining when jobs are eliminated. Others need new skills in order to enter the workplace. Some people obtain more education because they want to upgrade their position on the career ladder or because they simply want a career change.

Source: Families Today, Connie R. Sasse, Copyright 1994, Glencoe Division of Macmillan/McGraw-Hill School Publishing. Pages 71-77 excerpted with permission.

Teaching-Learning Interaction

Family trends

LC SS
BWF C
WPBS 6 9 10 12 14

1. Handout: **Family Trends -- Background Information** (C 66, 67)

   Divide students into cooperative learning groups and assign one of the trends from the background information to each group. The students are to read through the information, discuss, and then list ways this trend could impact the family and work. Share with the class.

The issues behind family statistics

LC SS M
BWF A C E F
WPBS 4 6 8 9 10 12 14 15

2. Resources and/or handouts: **Family Issues Section** (C 89 to 116)

   Tell students: Statistics are revealing. Statistics show that society is much more complex now than it has ever been. With that complexity comes many choices that families are confronted with. There are many things going on outside of the family and inside the family that directly affect the family and, at other times, indirectly affect the family. Statistics show that many families today face some tough decisions.
   We will be looking at some of the statistics, but, more importantly, we will be also looking at the family issues behind the statistics.

   Briefly discuss the importance of reading and using statistics carefully: reliability of the source, documented and research-based statistics, pulling only research that supports a specific viewpoint, etc.

   *Note: Three options are provided for covering the statistics and the issues behind the statistics. All three options may be used for thorough coverage of the material. For more limited coverage, select only one or two of the options. Also, you may want to use the material as a "starting point" for students to do more research on the topic.

   The three options are given on the following pages, one option to each page, so each can be explained in detail.

OPTION ONE: **Family Stats Jeopardy** (C 73 to 80)

Use the "**Family Stats Jeopardy**" transparencies/game sheets. Cut pieces of lightweight cardboard to match the size of the rectangles on the game sheets. Cut 16 rectangles, one to cover each question when the game sheet is placed on the overhead projector. You may want to enlarge the game sheets on a copier before making a transparency. Use a piece of tape around your finger to touch the top of the cardboard pieces to remove them as the game is played.

Rules for "Family Stats Jeopardy":

1. **Divide the class into two teams.**
2. **To start, please note the names of the categories at the top of each column. All of the questions below that title will relate to that topic.**
3. **Notice the numbers on the left side of the game sheet. Each row of questions is worth a certain number of points. The 10-point questions across the top row are the easiest. The 40-point questions on the bottom row are the hardest.**
4. **There are a variety of types of questions: T or F, short line indicating a one-word answer, a long line indicating a few words, and name or explain statements.**
5. **To start, I will remove the cover to a question. Participants will read the question as quickly as possible.** When **someone thinks s/he** knows the answer, raise your hand as **quickly as possible.** The first person on either side who **raises his/her hand first will get the opportunity to answer the question.**
6. **If the answer is correct, that team receives ?? points and chooses the next category/point level/question.**
7. **If the answer is not correct, the other entire team can have the opportunity to answer the question.** The team **may converse 20 seconds to arrive at an answer.**
8. **If the second team answers** correctly, it receives 1 point. **total number of points.**
9. **If the second team answers incorrectly or incompletely, the question goes back to the teacher for the answer.**
10. The team with the highest number of points wins the game.

It is important that brief discussion take place on a number of the statistics/issues during the process of playing the Jeopardy game. The speed of the game is not important; a clear, **yet concise, understanding of the statistics and issues** is what **is important.**

OPTION TWO: Myth or Fact Game (C 81 to 86)

Use the **"Myth or Fact Game"** questions. Cut the game questions into strips with only one question per strip. The answers are given below each question and should be removed/cut off in the process of cutting out the questions for the game. Fold and place the questions into a container. The students will draw the questions from the container.

Rules for "Myth or Fact Game":

1. Divide the class into two teams (3 teams if the class is particularly large).
2. Announce that they will be playing a game called "Myth or Fact". Teams will score points by identifying correctly the statement drawn as a myth (false) or a fact (true).
3. Have a student from one team draw a question from the container and read it aloud twice. The team has 30 seconds to discuss the question and decide on an answer. The student drawing the question is the spokesperson for the team.
4. **Scoring:**
   If the team answers correctly, it receives the
   If the team answers incorrectly, it loses 1 point.
   Or, the team may choose not to answer the question and challenge the other team. If one team challenges the other team, the other team must answer within 10 seconds (they should have been discussing the question at the same time the other team was discussing it).
   If the challenged team answers correctly, it receives 2 points.
   If the challenged team answers incorrectly, it loses 1 point.
   The team with the highest number of points wins the game.

It is important that brief discussion take place on a number of the statistics/issues during the process of playing the game. The speed of the game is not important; a clear, yet concise understanding of the statistics and issues is what is important.

When the game is over, ask the class: What do all of these statistics, trends, and issues mean to your future? How do they impact you and your life?

OPTION THREE: What Are the Family Issues Behind the Statistics? (C 87)

Use the **Family Issues Section.** The following issues are covered:

- Women in the Work Force
- Men's Involvement in Work and Family
- Dual Earners
- Children
- Child Care
- Housework: The Work of the Family
- The Elderly
- Divorce
- Single Parent Families
- Blended Families
- Teenage Work and School
- Teenage Sexuality and Pregnancy
- Drugs, Alcohol, Crimes
- Teenage Suicide

Divide students into pairs. Assign one of the family issues to each pair (or you may allow them to choose) and give them the information regarding that issue. You may cover a large number of issues or a selected few related issues.

As a pair, they are to read and discuss the information, determine the significance and implications for families, and determine present-day actions/choices/behaviors that could possibly offset or prevent some of the negative implications for families and for society.

The students should write their findings on a transparency titled **What Are the Family Issues Behind the Statistics?** When all of the pairs have completed their work on the assigned family issue, the pairs will share their findings with the class. The transparency should be used to facilitate the presentation of their information. The class should be encouraged to ask questions, offer additional information, discuss the issue further, etc.

LC SS
BWF C
WPBS 4 8 10
12 14 15
FHA/HERO

3. **FHA/HERO Integration**

The statistics from the various Family Issues can be expanded to be used in various presentations for FHA/HERO. Students can use the information as a basis for projects that could be used in STAR Events such as All Star Project or Family Communications. Members could select one of the issues and develop an Illustrated Talk that could be used for STAR Events or as the focus for a presentation when running for District, State or National office.

LC SS
BWF A C F
WPBS 4 8 9 10
12 14 15
FHA/HERO

4. **FHA/HERO Integration**

After the class has investigated the various family issues, the group would discuss what it can do to make a difference in the school or community. (This could be divided into smaller groups, depending on class size.) After brainstorming ideas, the class selects a project and develops a plan to implement. Project ideas may include developing daily announcements about these issues that would be used in the school, designing a bulletin board or window display with information, placing daily or weekly facts in the local paper, or designing its own game to play with a junior high home economics class. Let the students be creative and responsible for taking the information beyond the classroom.

Debriefing

Content: Which of the general trends affecting families will probably have the greatest impact on your present family and why? your future family? you as a teenage individual?

In what ways did the statistics become "close to real life" for you and/or for your family?

Process: How was working cooperatively as a pair in discussing the family statistics/issues beneficial to you, your understanding of the issue, and your understanding of how others see the issue?

How was it helpful to critically think through the trends and issues affecting families?

Family Stats Jeopardy

	DUAL EARNERS	WOMEN IN THE WORK FORCE	MEN'S INVOLVEMENT IN WORK AND FAMILY	HOUSEWORK: THE WORK OF THE FAMILY
10	Middle income dual earner families can lose up to ___ % of the wife's added income to work-related expenses. 20% 36% 56% 78%	What percentage of workers in the work force are women? 18% 32% 45% 69%	T or F Men's roles as husband, father, & provider are more clearly defined than women's roles. Explain.	Survey results indicate that husbands share about ___% of the housework with their wives. 18% 35% 52% 73%
20	Employee benefits comprise ___% of wages; ___% when paid sick leave benefits. 7-18% 28-39% 4-11% 52-58%	___ of the new entrants in the work force between now and the year 2000 will be women and minorities. 1/4 1/2 2/3 3/5	Extended family help with children helps or hinders the father's involvement with the family/children.	T or F Men do the same amount of housework regardless of whether their wives work outside the home or not.
30	List 2 things that may cause a drain on the 'middle years' dual earner income.	List 3 occupations that have a high concentration of women and tell if it is generally a high or low paying job.	T or F Many companies offer paternity leave, and a large % of men use it when children are are born. Explain.	Why are women sometimes angry about the lesser amount of housework that husbands do?
40	Explain how the average salaries for men, women, and families have changed in the last ten years.	Women are out of the work force an average of 11.5 years; men an average of 1.3 years. What are 2 effects from this on women?	Give 2 reasons behind the changing roles of men.	What does "power" have to do with who does the housework and how much housework one does?

Family Stats Jeopardy Answer Sheet

	DUAL EARNERS	WOMEN IN THE WORK FORCE	MEN'S INVOLVEMENT IN WORK AND FAMILY	HOUSEWORK: THE WORK OF THE FAMILY
10	Middle income dual earner families can lose up to ___ % of the wife's added income to work-related expenses. 20% 36% [✓ 56%] 78%	What percentage of workers in the work force are women? 18% 32% [✓ 45%] 69%	T or [✓ F] Men's roles as husband, father, & provider are more clearly defined than women's roles. Explain. Neither are clearly defined	Survey results indicate that husbands share about ___% of the housework with their wives. [✓ 18%] 35% 52% 73%
20	Employee benefits comprise ___% of wages; ___% when paid sick leave benefits. 7-18% [✓ 28-39%] 4-11% 52-58%	___ of the new entrants in the workforce between now and the year 2000 will be women and minorities. 1/4 1/2 [✓ 2/3] 3/5	Extended family help with children helps or [✓ hinders] the father's involvement with the family/children.	[✓ T] or F Men do the same amount of housework regardless of whether their wives work outside the home or not.
30	List 2 things that may cause a drain on the 'middle years' dual earner income. Adult children coming back home to live Elder care College costs	List 3 occupations that have a high concentration of women and tell if it is generally a high or [✓ low] paying job. Teachers, child care, secretary waitress, cooks, nurses, clerical	T or [✓ F] Many companies offer paternity leave, and a large % of men use it when children are are born. Explain.	Why are women sometimes angry about the lesser amount of housework that husbands do? Places unfair burden on them; they are tired & exhausted; little free time
40	Explain how the average salaries for men, women, and families have changed in the last ten years. Median wage gone down. Salaries for college ed. have kept up with inflation	Women are out of the work force an average of 11.5 years; men an average of 1.3 years. What are 2 effects from this on women? Less career advancement Less Social Security & Retirement	Give 2 reasons behind the changing roles of men. More working wives Want time with children Higher child care costs	What does "power" have to do with who does the housework and how much housework one does? Women are socialized by society to do housework/child care. Feel powerless unless husband chooses (power) to help

Family Stats Jeopardy

	DIVORCE	SINGLE PARENT FAMILIES	BLENDED FAMILIES	
10	T or F The high failure rate for teenage marriages now extends to marriages taking place when people marry in their early 20s.	What % of American families are single parent familiies? 4% 12% 26% 39% 53%	___ of the U.S. population lives in a stepfamily situation? 1/10 1/3 2/3	
20	Approximately 1 in ___ marriages will end in divorce. Give 2 reasons for this. 1 2 3 4 5 10 15	The average income of single mothers is ___% of single fathers income. 50% 60% 70% 80%	Nearly 2/3 of children living in stepfamilies live with their ___. Why is this?	
30	Over 1/2 of men and 2/3 of women who get divorced are married before the age of ___. 17 20 25 30 35	Give 2 reasons why female-headed households are more likely to experience poverty.	Blended families are more likely to be... ?rich or poor ?white or black ?college educated or not college educated	
40	Give 3 things that would decrease the likelihood of divorce in your life.	Give 3 reasons for the increase in single parent families.	Give 3 special needs of stepfamilies.	

Issues in the Family C 75
TLI # 2 / Transparency

Family Stats Jeopardy Answer Sheet

	DIVORCE	SINGLE PARENT FAMILIES	BLENDED FAMILIES	
10	[✓ T] or F The high failure rate for teenage marriages now extends to marriages taking place when people marry in their early 20s.	What % of American families are single parent familiies? 4% 12% [✓ 26%] 39% 53%	1/3 of the U.S. population lives in a stepfamily situation? 1/10 [✓ 1/3] 2/3	
20	Approximately 1 in 2 marriages will end in divorce. Give 2 reasons for this. 1 [✓ 2] 3 4 5 10 15	The average income of single mothers is 60 % of single fathers income. 50% [✓ 60%] 70% 80%	Nearly 2/3 of children living in stepfamilies live with their ___. Why is this? Mother	
30	Over 1/2 of men and 2/3 of women who get divorced are married before the age of 25. 17 20 [✓ 25] 30 35	Give 2 reasons why female-headed households are more likely to experience poverty. Lower earnings Inadequate child support Child care Jobs that don't offer health insurance benefits	Blended families are more likely to be... ?rich or [✓ poor] ?[✓ white] or black ?college educated or [✓ not college educated]	
40	Give 3 things that would decrease the likelihood of divorce in your life. Older age at marriage College degree No pregnancy	Give 3 reasons for the increase in single parent families. Increase in out-of-wedlock births Divorce Women in the workforce Increased economic opportunity	Give 3 special needs of stepfamilies. Health insurance for stepchildren Financial Emotional Acceptance of non-biological children	

Family Stats Jeopardy

	CHILD CARE	CHILDREN	ELDERLY	
10	T or F 80% of female employees will have babies at some time during their working careers	Female-headed families are more or less likely to experience poverty. What impact does this have on children?	Between ___ & ___ % of all workers have some responsibilitiy for elder care. 10-20 20-30 30-40	
20	What is the average cost of child care for one child per month? $165 $286 $348	Over 40% of deaths to children are due to: accidents illness homicides Sudden Infant Death Syndrome	Today, women can expect to spend ___ years on the average caring for an aging parent. 5 9 18 23	
30	What type of child care is most often used when a child is under age 3? relative in-home family day care day care center	Give 2 reasons why more children are in self-care than in the past?	Give 2 reasons why elderly women are more likely to be poorer than elderly men?	
40	What is one of the major changes in child care during the last 10 to 15	List 3 concerns for children who are in self-care arrangements.	Explain what is meant by the "sandwich generation."	

Family Stats Jeopardy Answer Sheet

	CHILD CARE	CHILDREN	ELDERLY	
10	[✓ T] or F 80% of female employees will have babies at some time during their working careers	Female-headed families are [✓ more] or less likely to experience poverty. What impact does this have on children?	Between 20 & 30 % of all workers have some responsibilitiy for elder care. 10-20 [✓ 20-30] 30-40	
20	What is the average cost of child care for one child per month? $165 [✓ $286] $348	Over 40% of deaths to children are due to: [✓ accidents] illness homicides Sudden Infant Death Syndrome	Today, women can expect to spend ___ years on the average caring for an aging parent. 5 9 [✓ 18] 23	
30	What type of child care is most often used when a child is under age 3? 31% relative 3% in-home 22% [✓ family day care] 20% day care center	Give 2 reasons why more children are in self-care than in the past? Increase in dual earner families Lack of affordable child care Resistance by children to stay elsewhere Mobility of families Away from extended families	Give 2 reasons why elderly women are more likely to be poorer than elderly men? Live longer Less working years to build up savings, SS, & retirement Lower lifetime earnings	
40	What is one of the major changes in child care during the last 10 to 15 Larger number in child care Younger children in child care Fewer relatives caring for extended family children	List 3 concerns for children who are in self-care arrangements. Physical safety Emotional well-being Reduced learning opportunities Reduced social contacts Increased misbehavior	Explain what is meant by the "sandwich generation." Adults caring for their children and their parents at the same time	

Family Stats Jeopardy

	SUICIDE	DRUGS, ALCOHOL, CRIMES	WORK AND SCHOOL	TEENAGE SEXUALITY AND PREGNANCY
10	Do teenage boys or girls consider suicide more often? Why?	T or F Many teenage car accidents and resulting deaths are alcohol related.	An education is more or less important now to be productive and self-sufficient. Explain why.	T or F 1/4 of all teens contract an STD before graduating from high school, & thus more vulnerable to AIDS.
20	T or F A recent stressful experience is one reason stated by teens for an attempted suicide.	T or F Youth are at a greater risk to be involved in crime if a dad/male authority figure is not in the home.	Teens who drop out of high school today can expect to earn about ___ less per year than graduates. 1/10 1/3 1/2 3/4	The total of AIDS cases reported by persons ages 13 to 24 increased by ___% between 1989 and 1990. 20% 45% 75% 95%
30	Which one is false? Suicidal youth are more likely to... ?have stress from illness ?experience more personal conflict ?legal troubles	What % of junior and senior high school students report weekly use of alcohol? 23% 40% 59% 75%	Give 2 positive and 2 negative outcomes from working during high school.	What can happen if gonorrhea and/chlamydia (two STDs) are left untreated?
40	Explain what you could or should do if a friend talks about committing suicide.	Name 2 causes or reasons why some youth are at greater risk for involvement in violence.	Explain what this will mean to a teen in the U.S.: The U.S. is shifting from manufacturing jobs to service jobs.	List 4 potential consequences to becoming a teenage single mother or or single father.

Issues in the Family C 79
TLI # 2 / Transparency

Family Stats Jeopardy Answer Sheet

	SUICIDE	DRUGS, ALCOHOL, CRIMES	WORK AND SCHOOL	TEENAGE SEXUALITY AND PREGNANCY
10	Do teenage boys or [✓ girls] consider suicide more often? Why?	[✓ T] or F Many teenage car accidents and resulting deaths are alcohol related.	An education is [✓ more] or less important now to be productive and self-sufficient. Explain why.	[✓ T] or F 1/4 of all teens contract an STD before graduating from high school, & thus more vulnerable to AIDS.
20	[✓ T] or F A recent stressful experience is one reason stated by teens for an attempted suicide.	[✓ T] or F Youth are at a greater risk to be involved in crime if a dad/male authority figure is not in the home.	Teens who drop out of high school today can expect to earn about 1/3 less per year than graduates. 1/10 [✓ 1/3] 1/2 3/4 $1.81 less per hour thru life.	The total of AIDS cases reported by persons ages 13 to 24 increased by 75% between 1989 and 1990. 20% 45% [✓ 75%] 95%
30	Which one is false? Suicidal youth are more likely to... [✓ ?have stress from illness] ?experience more personal conflict ?legal troubles	What % of junior and senior high school students report weekly use of alcohol? 23% [✓ 40%] 59% 75%	Give 2 positive and 2 negative outcomes from working during high school.	What can happen if gonorrhea and/chlamydia (two STDs) are left untreated? Pelvic inflamatory disease which can cause infertility or fetal loss
40	Explain what you could or should do if a friend talks about committing suicide. Talk to the person. Listen. Get help immediately. Never assume they won't go through with it.	Name 2 causes or reasons why some youth are at greater risk for involvement in violence. Live in extremely poor families Family violence common in home Absent male authority figure	Explain what this will mean to a teen in the U.S.: The U.S. is shifting from manufacturing jobs to service jobs.	List 4 potential consequences to becoming a teenage single mother or or single father. Not complete education Job prospects limited More likely to be poor Less likely to get prenatal care Babies at risk. More divorce.

Myth or Fact Game / Answer Sheet

Dual Earners

1. Having children earlier in the marriage and having more children are recent trends among dual-earner families.

   Myth: having children later in the marriage and fewer children

2. Households without children had higher incomes than those with children.

   Fact

3. Female-headed families are more likely to experience poverty due to lower earnings of the family head and inadequate child support.

   Fact

4. Less than 50% of all married couples with children were dual earner couples.

   Myth: 63% are dual earner couples

5. About 30% of American families fit the stereotypical image of a father who works outside the home and a mother who stays home to take care of the children.

   Myth: Depending on the exact definition, statistics vary from 4% to 15%

6. In recent years the average income of young families with children increased.

   Myth: average income decreased

7. Two trends that may decrease the savings of middle years' couples include: adult children who return home to live and elder care.

   Fact

Women in the Work Force

8. Almost half of all workers in the work force are women.

   Fact

9. 2/3 of all the new entrants in the work force between now and the year 2000 will be men.

   Myth: will be women and minorities

10. Over half of all working women are single, divorced, separated or widowed or have husbands earning less than $15,000 per year.

    Fact

11. Women in managerial positions have a turnover 1 ½ times higher than men.

    Fact

12. 5 of the 11 occupations projected to create the largest number of jobs over the next decade are retail salesperson, waitress, cashier, food worker, and nursing aide -- all female dominated and generally low paying.

    Fact

Men's Involvement in Work and Family

13. A man -- husband and father -- "loses" very little when his wife goes to work outside of the home.

    Myth: "loses" full-time nurturer to his needs, housekeeper, full-time mother, "status" of his full-time provider role, etc.

14. A man -- husband and father -- gains nothing when his wife goes to work outside the home.

    Myth: He gains freedom from the pressure of being the only provider, potentially increased self-esteem in a wife who wants to pursue a career, greater opportunities to be involved with his children.

15. Research has identified the following outcomes for children with an involved dad: grow up more empathetic, with greater self-confidence, and more nurturant as a parent.

    Fact

16. The changing roles of fathers is considered a revolution.

    Myth: considered an evolution

17. Fathers who are more attached and involved with their children are: more likely to have children in their late 20s, help with child care right from the start, and witness the child's birth.

    Fact

Housework: The Work of the Family

18. Single mothers spend more time than married mothers on household tasks.

    Myth: spend less time

19. Men who earned less than their wives did more of the housework at home.

    Myth: did less of the housework

20. Men do the same minimal amount of housework regardless of whether wives worked outside the home or not.

    Fact

21. 1 out of 5 men fully share the work at home with their wives who also work outside the home.

    Fact

Divorce

22. The high failure rate of teenage marriage may now extend to marriages taking place when people are in their early 20s.

    Fact

23. The divorce curve in the United States has been gradually moving upwards since the 1980s.

    Myth: In the 1980s the divorce curve began flattening out and may now be starting a gentle descent.

24. Divorce rate increases if the woman has a college degree.

    Myth: it decreases

25. The end of a marriage usually means high costs and financial complications for both partners.

    Fact

26. Over 1/2 of men and 2/3 of women who get divorced are married before the age of 25.

    Fact

Single Parent Families

27. 1 in 10 children now live in a single parent home.

    Myth: 1 in 4 live in a single parent home

28. Since 1970, two-parent families have been increasing at 4 to 5 times the rate of single-parent families.

    Myth: It is just the opposite -- single-parent families are increasing 4 to 5 times faster than two-parent families.

29. 10% of all American families are now single-parent families.

    Myth: 26.3% are single-parent families

30. Only 1/3 of mother-headed households receive any child support or alimony.

    Fact

31. Female-headed households are more likely to experience poverty because of lower earnings and inadequate child support.

    Fact

32. Of approximately 40 million women in the work force, about 20% earn less than an adequate wage to support a family.

    Myth: 45%

33. 43% of women workers are in jobs that pay below poverty level wages compared to 27% of men.

    Fact

34. For every dollar a man earns, a woman earns only 93 cents.

    Myth: only 69 cents

35. Poverty level for a family of 4 in 1993 is $14,352.

    Fact

36. Income from a minimum wage job would be enough to place a family of two above the poverty level.

    Myth: 40 hours a week x $4.25 an hour = $170.00 per week.
    $170.00 per week x 52 weeks in a year = $8,840.00 per year.
    $8,840 is $5,512 below the poverty level of a family of two.

Blended Families

37. Nearly 5/6 of children living in a stepfamily situation live with their biological mother.

    Myth: 2/3 (65%) live with their biological mother

38. Stepfamilies are more likely to be black and poor.

    Myth: more likely to be white and poor

39. Stepparents are more likely to have a college education than other parents.

    Myth: less likely to have a college education

40. Mothers in stepfamily situations are typically younger than women in other family situations, and stepfathers are typically older than biological fathers.

    Fact

41. Stepfamilies don't always realize the difficulties they will face as a blended family. Most think it will be the same as an intact family.

    Fact

42. Sibling rivalries and financial pressures take on new meanings in a stepfamily.

Fact

43. Negotiating insurance forms and health-care payments for ex-spouses and for stepchildren can be challenging.

Fact

44. A stepparent's legal right to make sure his/her stepchildren receive prompt medical attention is not always clear because most states require that biological parents authorize medical care.

Fact

Elderly

45. The elderly, now 13% of the 1990 population, are expected to represent 50% of the population by the year 2000.

Myth: represent 20% by the year 2000

46. Life expectancy for men is 71.5 years and 78.3 years for women.

Fact

47. Because of a lengthening period of retirement, many elders are opting to retire at a later age or working part-time to supplement retirement income.

Fact

48. Elderly men are more likely to be poor than are elderly women.

Myth: women are more likely to be poor

49. Approximately 20 to 30% of all workers have some responsibility for elder caregiving.

Fact

50. Daughters and wives are the primary providers of care for the elderly.

Fact

Children and Child Care

51. Split-shift parenting means the mother and father both work part-time and share in taking care of the children.

Myth: Both parents hold full-time jobs that do not overlap so that each parent can care for the children when the other spouse is working

52. Approximately 1 in 12 children between the ages of 5 and 15 care for themselves before or after school while their parents work.

Fact

54. An average of 6% of a family's income per month goes to child care expenses.

Fact

55. A very low percentage (under 20%) of mothers with children under age 6 are employed outside the home.

Myth: 57.9% of mothers with children under 6 are employed

56. Only about 50% of mothers with school-age children are employed outside the home.

Myth: 75.4% of mothers with school-age children are employed

57. Couples are postponing having children and are having fewer of them.

Fact

58. Of all the risks children face, poverty and irresponsible parental role models are the most difficult.

Fact

59. Children who seem to do the best in self-care are those who have participated in the decision about self-care, and both the parent and the child agree they are ready for this new responsibility. They feel secure in their neighborhood, have easy access to adults in case of an emergency, and have a good relationship with their parents. They also have been given the knowledge and skills needed to handle a variety of situations.

Fact

Teenage Work and School

60. By the year 2000, people with less than a high school education will be able to fill only 50% of all jobs.

Myth: 14% of all jobs

61. The average hourly income for a high school dropout and for a college graduate for the rest of his or her work life is approximately $7.00 per hour different.

Fact

62. Teens who drop out of high school today can expect to earn 1/3 less per year than those who graduate from high school.

Fact: Average hourly wage rates are: dropout -- $7.62; high school graduate -- $9.43; and college graduate -- $14.77.

63. In the past 6 years, there has been a trend for more teens to graduate from high school.

Myth: less teens are graduating from high school

64. Approximately 46% of American adolescents will have been employed by the time they reach high school graduation. Employed refers to regular paid employment, not occasional jobs or babysitting.

Myth: 80% of teens will have been employed

Teenage Suicide

65. Suicidal adolescents often express anger or blame others for their troubles in the notes they leave when attempting suicide.

Fact

66. Suicidal adolescents seem to have experienced more recent stress, particularly stress from school.

Myth: stress from home and families

67. Girls tend to choose less lethal (dangerous to life) methods when attempting suicide.

Fact

68. Girls, more often than boys, die from their attempts at suicide.

Myth: Boys tend to choose more lethal methods

69. Suicidal preoccupation was more common in teens with more stressful life experiences, less academic achievement, less supportive families.

Fact

Drugs, Alcohol, Crimes

70. Nearly 75% of junior and senior high school students report weekly consumption of alcohol.

Myth: 40%

71. The prime determinant of drinking or drug use is how long the child is left alone during the week.

Fact

72. Common feelings among people who abuse drugs have been identified: loneliness, isolation, frustration, negative self-concept, and little sense of ethical values.

Fact

73. More adolescents die from violence, especially gun violence, than from any illness.

Fact: Homicide is the second-leading cause of death for 15 to 19-year-old whites. For African-Americans, homicide is the leading cause of death.

74. The most reliable predictor of crime is neither poverty nor race but growing up motherless.

Myth: growing up fatherless

75. The motivation to become gang involved may include any or all of the following: home life/environment, abuse/neglect history, learning and behavioral disabilities resulting in poor academic performance, poor self-esteem, and a feeling of constant rejection in various social spheres.

Fact

Teenage Sexuality and Pregnancy

76. Nearly 1/4 of all sexually transmitted diseases (STDs) occur among persons under 28 years of age.

Myth: 2/3 of all cases

77. The average latency period between HIV infection and AIDS diagnosis is 8 to 10 years; therefore, of the large increases in infected young adults, many were probably infected as teens.

Fact

78. 9% of all births are to single women under age 20.

Fact

79. About 1/3 of unmarried teen mothers receive welfare at some time during the first five years of giving birth.

Myth: 3/4 receive welfare

80. Children of single teen mothers are more likely to have developmental delays and behavior problems.

Fact

What Are the Family Issues Behind the Statistics?

List 2 or 3 statistics you feel are of particular significance or importance for families and for work.

What about each statistic makes it significant?
What effects could this statistic have on the family? On work?

What can be done now to offset or prevent some of the negative effects of these statistics on your family and on work in the future?

Family Issues -- Women in the Workforce

Women represented 45 percent of all persons (men and women) in the labor force in 1992. Women are projected to comprise 47 percent of the labor force by the year 2005. Labor force participation for women continues to be highest among those in the 35-44 age group -- 77% in 1992; 73% for those 45-54 years old; and 47% for those between the ages of 55-64.

In March 1992, 57.2% of all women were labor force participants. 74% of divorced women were labor force participants; likewise for 65% of single, never-married women; 62% of separated women; 59% of married women with spouses present; but only 18% of widowed women.

74.6 % of all men were labor force participants; 73% of single, never married men; 77% of separated men; 77% of married men with spouses present; but only 24% of widowed men.

Of the 54 million employed women in the United States in 1992, 40 million worked full-time (35 or more hours per week); nearly 14 million, or 25% of all women workers, held part-time jobs (less than 35 hours per week). Two-thirds (66%) of all part-time workers were women.
("Facts on Working Women," U.S. Department of Labor Women's Bureau, June, 1993.)

Between now and the year 2000, 2/3 of the new entrants to the labor force are expected to be women and minorities.
("Work and Family Today: 100 Key Statistics," May, 1991. Reprinted with permission from a 1991 BNA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

58% of all working women are either single, divorced, separated or widowed or have husbands earning less than $15,000 a year. 35% more families would be below the poverty line if both parents did not work.
("101 Key Statistics on Work and Family for the 1990's," September 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc. Washington, D.C. 20037.)

Working wives contribute substantially to family income. In March 1992, 59% of wives in married-couple families were labor force participants. In 1991, the median income of married-couple families with the wife in the paid labor force was $48,169, compared with $30,075 for those without the wife in the paid labor force. Women who maintain families had the lowest median family income ($16,692).
("Facts on Working Women," U.S. Department of Labor Women's Bureau, June, 1993.)

A woman will be out of the work force for an average of 11.5 years of her career, compared to an average of 1.3 years for a man. By contrast women received only 73% of the Social Security benefits received by men in 1989.

Women who spend time out of the work force for a few years will probably lose up to 50% of their retirement benefits. The median job tenure for women is 4.8 years, just short of the five year vesting period of most pension plans.

A survey of 884 people holding master's degrees in business administration found that 41% of women had gaps in their careers compared to 19% of men. 51% of the women with career gaps attributed them to "child rearing" and 9% to relocation of their spouses. None of the men surveyed cited child rearing or spousal relocation as the reason for their employment gaps.
("101 Key Statistics on Work and Family for the 1990's," September 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Women in managerial positions have a turnover rate 1 1/2 times higher than men. Corporate policies cost them valuable human resources. More than 30% of all U.S. companies are women-owned. These female-owned companies are credited with 14% of the U.S. economy and are the fastest growing segment in today's labor market.

Part-time or temporary employment will comprise an increasing share of available jobs in order for people to spend more time at home with their families.
("Workforce '90s," first appeared in Working Woman in 1992. Reprinted with permission of Working Woman. Copyright 1992.)

About 3% of the U.S. labor force worked at home during normal business hours in 1990.
("Work and Family Today: 100 Key Statistics," May, 1991. Reprinted with permission from a 1991 BNA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

80% of female employees will have babies at some time during their working careers. Ages 20 to 44 are the primary child-bearing years.

Among married mothers with a child under 6, 11.5% were absent during an average work week in 1989. For all women in 1989, the rate was 6.6%, and for all men, the rate was 4%. Women ages 25 to 34 had an average absence rate of 7.4%, reflecting the fact that they are much more likely than other women to have young children, and thus, are more likely to encounter scheduling problems with child care arrangements. Mothers with older children have more reliable child care -- the schools.

Married mothers whose youngest child was between 6 and 17 had a 6% absence rate, and married women with no children had an absence rate of 5.8%. Married fathers had low absence rates, indicating that despite the changing gender roles in society, working mothers, even those employed full-time, still bear the primary responsibility for the care of children when work-family conflicts arise.

A study to determine the prevalence of female executives with children found that 25% of "successful female executives" were married and had children. By comparison, 95% of male executives were married and had children. Half of the women were single (never married or divorced). The "costs" of child care to women in the work force far exceed the direct costs of purchasing or providing the care.

A study of 93 male chief executives in the financial services industry found 46% perceive children as a negative factor for a woman's career advancement. Only 13% of the CEOs saw children as negatively affecting men's careers.

30% of corporate women officers believe their decision to have/not have children was affected by their job. 53% say they did not have children; nearly 65% under age 40 are childless. More than 71% of those surveyed said many high-achieving women have to forgo having children to stay on the corporate fast track.

A demanding job with long hours has little effect on the outcome of a pregnancy in regard to miscarriage and birth weight. Pregnant women who stand for long periods of time as part of their jobs have a 7.7% chance of having pre-term births, compared to a 4.2% chance for those with secretarial jobs, and 2.98% chance for those in active jobs.
("Work and Family Today: 100 Key Statistics," May, 1991. Reprinted with permission from a 1991 NBA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Almost 40% of all employed women are concentrated in only 10 occupations: secretaries and receptionists; retail clerks and cashiers; teachers and child care workers; nurses; bookkeepers; nursing aides; waitresses; private household workers; cooks; and typists. The U.S. has 5.7 million secretaries, typists, receptionists and stenographers -- and 98% of these low-paying jobs are filled by women.

Nearly 90% of jobs created between 1989 and the year 2000 will be in the service sector. 5 of 11 occupations projected to create the largest number of new jobs over the next decade -- retail sales, waitress, cashier, food worker, and nursing aide -- all now female-dominated occupations. ("101 Key Statistics on Work and Family for the 1990's" September, 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Of the approximately 40 million women in the work force, almost 18 million (45%) earn less than an adequate wage to support a family. More than 50% of these women have children to support.

43% of women workers are in jobs that pay below poverty-level wages, compared with only 27% of men.

The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with less than 4 years of high school, only 51 percent were labor force participants. For female high school graduates with no college, 74 percent were in the labor force. Among women of the same age group with 4 or more years of college, 84 percent were in the labor force.

Women are still over represented in low-paying jobs. Almost half (44 percent) of employed women work in technical sales and administrative support jobs -- 23.5 million women. Even though the earnings' gap between men and women is slowly closing, women earn only 75 cents for every dollar earned by men when comparing 1992 median weekly earnings of full-time workers ($381 for women and $505 for men). The five most lucrative occupations for women are: lawyers; physicians; pharmacists; engineers; computer systems analysts and scientists.

56% of women ages 25 to 54 who are in the labor force have a high school education or less. By the year 2000, people with less than a high school education will be able to fill only 14% of all jobs.

Earnings for female high school graduates (with no college) working year round, full time in 1991 were less than those of fully employed men who were high school dropouts -- $18,042 and $20,944, respectively. In addition, men with an associate's degree working year-round, full-time earned nearly the same as similarly employed women with a master's degree -- $32,221 and $33,122, respectively.

Working women make an average $1.40 less per hour when they return to work after having a baby.

Almost 28% of all women workers held part-time jobs in 1987. Almost 67% of all part-time workers are women. Part-time hourly earnings were 59% of full-time earnings.

("101 Key Statistics on Work and Family for the 1990's," September, 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Family Issues -- Housework: The Work of the Family

The strain caused by the disparity between the change in women and the absence of change elsewhere is called the "stalled revolution" -- where women have changed much more than men. This is a man's issue, too. Too often, without knowing it, husbands are suffering from living with wives' resentment, which is often suppressed.

Women's work has been devalued. We need a whole cultural revolution with two goals: to revalue women's work, including upaid work at home, and to redesign manhood so that it's a 'manly' thing to do the work of caretaking at home.

More women work outside the home, yet they still come home to work a "second shift" of housework and child care -- one that is rarely shared equitably. 4 out of 5 men (in two-career couples) do not share equally the daily chores at home, though 70% of men do about 1/3 of the actual work around the house -- an increase of only 10% in 20 years. The happiest couples are those who share the work. 10% of the men did less than 1/3.

Women devote proportionately more of their time at home to housework, and men spend more time on child care. Since parents prefer to tend to their children than to clean house, men do more of what they'd rather do. More men than women take the children on fun outings while women spend more time on child maintenance (feeding, bathing, etc.). Women also feel under more strain than men because they often do two things at once.

Men who shared the load at home seemed just as pressed for time as their wives, and as torn between the demands of career and small children. Even when husbands happily shared the work, their wives felt more responsible for home and children (made doctor's appointments, play arrangements, check on children by phone, etc.).
(The Second Shift: Employed women are putting in another day of work at home," Arlie Hochschild, Utne Reader, March/April, 1990.)

Only 20% (1 out of 5) of men share equally in the work at home, yet they feel they aren't shown enough appreciation.

Men do the same minimal amount of work at home regardless of whether wives work outside the home or not. Long or short hours worked by men had no effect on how much they helped at home. High earning men were more likely to hire help, work longer hours and less likely to do things at home. Men who earned less than wives did, did less at home. Upper middle class men talked more than they did. The working class men talked more traditional. Black men do more as a whole but were also at the extremes. Latino men felt that they shouldn't help with housework but actually did more. 15% of households have regular outside household help.

Single mothers spend less time than married moms do on household tasks -- 16 hours vs. 20 hours a week -- suggesting that a husband generates at least four more hours of housework for a wife to do each week.
(The Second Shift, Arlie Hochschild, Avon Books, 1989.)

Just how bad is it? The statistics paint a bleak picture:
- 52% of women responding to a 1990 opinion poll resent their mate for not helping more around the house.
- 46% resent the way child care duties are shared.
- 7 out of 10 women say that more household and child care help from men would make it easier for women to balance work, marriage, and children.

One expert believes that the real question isn't "who does the housework?" It's "who has the power?" Men have the power to refuse to do the housework. But, most women -- because of their socialization and their commitment to the children and the relationship -- simply will not refuse to do the chores and child care. It's the power imbalance that erodes the family or spousal relationship.
("Sex and Housework", first appeared in Working Woman in September, 1992. Reprinted with permission of Working Woman. Copyright 1992.)

Family Issues -- Men's Involvement in Work and Family

While books, magazines, and films have chronicled and critiqued the women who entered into and progressed (slowly) through the executive ranks, little attention has been given to the men they married. Are they househusbands of the Mr. Mom variety? Do they see themselves as competitors, vying with their wives for more recognition at home and bigger paychecks at work? Do they long for a simpler age -- their fathers, to be exact -- when gender roles seemed less blissfully well defined? Or are they happy participants in the revolution, enjoying the spouse's independence and income?

More than seventy interviews with managerial men, some of their wives, academics, and social scientists show great confusion over the man's role in an executive marriage. Men's identities as the family providers have become threatened by wives who are providers too. And when his wife works, a man loses his full-time services as nurturer and builder of his ego. Yet, men want their wives to be happy and their marriages to be successful. Many men of this generation are living in a way for which their fathers' example left them unprepared. And, when they are taking on some household responsibility, a little voice in their head may be saying, "But Dad didn't have to do any of this."

One benefit of a wife with a significant career is that it relieves the husband of being the sole breadwinner. If something went wrong with his career, there would be her career to rely on.
("How Dual-Income Couples Cope," September 24, 1990, Fortune Magazine. Copyright 1990, Time Inc. All rights reserved.)

The soaring cost of day care and babysitting and a need for two paychecks is revising a lot of traditional roles. It's a trend worth applauding. Two active parents, says Yale Child Study Center psychiatrist, Kyle Pruett, are better than "one and a lump." Studies show children in these families grow up more empathetic and self-confident. And, kids of involved dads are more nurturing and generative. Says Pruett, "My guess is these kids will find it easier to nurture their own children."

Statistics on working parents make it clear that more and more children will enjoy the benefits of extra fathering. By 1995, two-thirds of the mothers of American preschoolers will work outside the home. This explosion of dual-career marriages is responsible for much parental role-sharing, but other important indications of active fatherhood are emerging from a growing body of research.

The most attached fathers, studies indicate, tend to be those who put off having kids until their late 20s, by which time they're ready and eager to start a family. Many have also had time to get established in their jobs, which minimizes some of the financial and time constraints younger fathers face.

Pitching in right from the start is another factor most engaged fathers share. Coltrane found that of twenty deeply involved dads, all but one witnessed their children's births. Half were convinced that the experience combined with throwing themselves right into infant care got them hooked on kids.

Rather than being chips off the old blocks, most of the men in Coltrane's study were reacting against threadbare, arm's length relationships with their own fathers.

Contrary to expectations, relying on extended, three-generation families for child care works against the father's involvement. When older family members -- especially the wife's mother -- help with a baby, new parents tend to rely less on each other and are likelier to adopt the sex-typed roles they grew up with. When in-laws and aunts pick up the slack, fathers are kind of discouraged from taking part.

Many employers are acknowledging the American male's new domestic side. Father-friendly policies already exist at more progressive companies. However, corporate culture still favors the workaholic who puts job before family. One study of working parents showed that 37% of all fathers put in more than 50 hours a week. According to Catalyst, A New York City research organization, 2 of 5 companies that grant family leave admit they frown on men who put in for it. And while as many as 95% of fathers take an average of six days off when a newborn arrives, they rarely use the term "paternity leave." They use sick leave and vacation time instead.

But if corporate America is taking its time embracing the new fatherhood, many mothers are taking even longer. A Boston University study of 23 families in which the mother worked part-time or stayed home showed that the older she was and the higher her educational level and previous job status, the more she monopolized parenting. Some experts suspect the supermom syndrome at work: A highly competent woman who steps out of the job market may feel she has to justify her choice by handling all the child care herself, shutting out her husband in the process.

According to Indiana University sociologist Linda Haas, the working women who most welcome Dad's help share three traits: They don't feel guilty about their jobs, their own fathers helped raise them, and their husbands have flexible hours.

The new fatherhood must be kept in perspective. We're in the midst of an evolution, not a revolution. Few fathers share parenting straight down the middle. One study of egalitarian marriages showed that the most involved fathers did about 57% of the parental work to the most involved mothers' 78%. Another survey reports that the average guy spends 5.5 hours a week alone with his children to his wife's 19.5. But whatever the numbers, men who respond to the pressure to share the load are usually won over by the experience.
("Dad: New and Improved," June, 1991, American Health, Copyright 1991.)

Men are not immune to the problems associated with combining work and family life. For a long time, women thought women had to be the solution to work and family issues. But now there is much more balancing and sharing between men and women of family responsibilities. Many men don't want to work overtime, they don't want to relocate, and they don't want their performance measured in terms of hours put in on the job.

Men and women are sharing the time they're staying home with sick children. More men are taking their children to the doctor, and more are handling the transportation to and from day care centers. But, when the child care arrangement breaks down, it still is the woman who misses work more often than the man. Men, as well as women, want to be able to work at home and have flexible hours although men don't seem as interested in part-time work as women do. Then again, men, especially those in top positions, probably have always had more flexibility in their jobs than the female who has less job security.
("The 1990s Father: Balancing Work and Family Concerns," June, 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Women have been struggling with the Mommy Track for years as they try to juggle work and kids. Now, men are getting into the act. More than half of the women of childbearing age work full-time, giving fathers new opportunities -- and responsibilities -- to share the burden of rearing kids. Some men are taking off weeks or months after a child is born. Others are going even further, diverting their careers, perhaps permanently, to help raise families.

The result is a gradual emergence of a new career path, a Daddy Track. It is reserved mostly for professionals, and few of them take on the primary child-rearing role. These men are trying to shift the balance of work and family despite big disincentives. Men still earn nearly a third more than women on average, so most can't afford much time off without pay, especially if their wives are on leave too. Beyond the financial drawbacks, men fear the damage to their careers and the reactions of friends and peers.
("Taking Baby Steps Toward a Daddy Track," April 15, 1991, Business Week, Keith Hammonds.)

Family Issues -- Dual Earners

While single women have traditionally been members of the work force and working mothers among the poor are not a new phenomenon, however, families in which both husbands/fathers and wives/mothers work outside the home are relatively new.
("Financial Management," Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

In 1993, 53.9% of mothers with children under age three were employed compared to 35% in 1975. In 1993, 57.9% of mothers with children under age six were employed. 75.4% of mothers with school age children were employed. In Kansas, the statistics are very similar to the national statistics. In 1990, 59.4% of Kansas children under age six had parents who were both working or one parent working in a single parent family.
("Marital and Family Characteristics of the Labor Force from the March 1993 Current Population Survey," U.S. Department of Labor Bureau of Labor Statistics, October, 1993.)

Of all families with children, the percentage with two parents or the only parent in the labor force rose from 56% in 1980 to 66% in 1991.
("America's Families: Conditions, Trends, Hopes and Fears," Family Information Services, Minneapolis, MN, September, 1992, T&E-20. Reprinted with permission.)

Only about 15% of American families fit the stereotypical image of a father who works outside the home and a mother who stays home and takes care of the children.
("Work and Family Today: 100 Key Statistics," May, 1991, Reprinted with permission from a 1991 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Between 1979 and 1989, two-parent families with children in the middle fifth of the income spectrum ($35,000 to $47,000 in 1989) experienced a 4% increase in income. Wives' $3,000 increase in average earnings accounted for this increase, but 4/5 of this gain came from increased hours rather than from increased hourly pay.

Middle-income, dual-earner families with a wife employed outside the home lose up to 56% of the additional income to work-related expenses.

Real median income of young families with children declined from $23,705 (in 1990 dollar) in 1970 to $16,219 in 1990, a 32% decrease.

Median Family Income

In 1989 - $37,579
In 1991 = $35,939

Suburbs	$39,998
Central City	26,891
Non-Metropolitan Areas	24,691

("America's Families" Conditions, Trends, Hopes and Fears," Family Information Services, Minneapolis, MN, September, 1992, T&E-20. Reprinted with permission.)

1991 MEDIAN EARNING YEAR-ROUND, FULL-TIME WORKERS

All women	$20,553	All men	$29,421
White women	20,794	White men	30,266
Black women	18,720	Black men	22,075
Hispanic women	16,244	Hispanic men	19,771

(U.S. Department of Commerce, Bureau of the Census, Money Income of Households, Families and Persons in the United States: 1991.)

The focus of many dual-income families is college education for their children. College costs are expected to continue to increase. The College

Board reports that average tuition increased 8% in 1989, almost 3% higher than inflation.

The later middle years provide opportunity for dual-income families to enjoy their additional income. Two trends, however, have the potential to impact the empty nest family: the increase in young adult children remaining or returning to their parental families and the increased longevity of the elderly population.

Many parents who postponed parenthood will not have as many years between the time children are through college and their own retirement.

7 to 8 million adults are providing personal care to elderly relatives. An estimated 20 to 25% of employees at typical companies spend from 6 to 35 hours a week on these responsibilities.
("Financial Management," Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

In a 1985 study, 52% of the women and just 18% of the men were interested in working part-time. In 1988, a similar study found that the number of women interested in part-time work had remained constant, but the percentage of interested men had nearly doubled, to 33%. Even more startling was that 25% of the men and about 50% of the women said they had considered seeking another employer who offered more work and family flexibility.

The current generation of fathers is less willing to place work above family. In a 1989 survey, 74% of the men said they would rather have a "daddy track" job than a "fast track" job. 45% of men said they are willing to put off the corner office to get time with their children.

Psychologists call this shift "father hunger" or "nurture need." It is a palpable presence in a large number of baby-boom men who missed out on a relationship with their own fathers. These men want things to be different for their kids.

Still, most workers who take advantage of parental leave, flextime and part-time work are women. Part of the reason is that men fear losing their status, or even their jobs, if they get on a daddy track. Despite the rhetoric, that fear may be well-founded.

Split-shift parenting as of 1985 -- more than 1 out of every 6 working mothers with children under 14 hold an evening or night job or a rotating shift, and the same was true for 1 out of every 5 working fathers. As a result, 1 out of every 6 two-income couples with children under the age of 6 had work hours that did not overlap at all.

As consumers, split-shift parents have special needs. Businesses have been quick to provide 24-hour supermarkets, ATM machines, and microwave dinners for their customers. But as employers, businesses are still reluctant to recognize that workers are parents.

Split-shift parents are full-time workers, full-time primary caregivers. After a full shift of work, they cannot unwind: they manage their children and their household. They are like single parents with two incomes. The critical issue is the couple's relationship.

The reasons for more split-shift parenting:

1. Services businesses are the fastest-growing employers in our economy, and they require the most shift and weekend labor. The biggest increases in jobs will be retail salespersons, registered nurses, janitors and cleaners, waitresses and waiters, and managers and executives.
2. Globalization of industries -- someone somewhere is conducting business at every hour of the day.
3. Split-shift parents are doing jobs once performed by full-time homemakers.
4. Day care is too costly for some families.

("Split-Shift Parenting," Family Information Services, Minneapolis, MN, March, 1991, T&E-10. Reprinted with permission.)

Family Issues -- Children

The revolution in families that we see all around us -- the result of an epidemic of divorce, remarriage, redivorce, illegitimacy, and new strains within intact families -- has precipitated a revolution in the inner lives of our children. And a torrent of recent research makes plain that this revolution within the hearts and minds of the next generation has deeply troubling implications for the American social order.
("The American Family 1992," August 10, 1992, Fortune Magazine. Copyright 1992, Time Inc. All rights reserved.)

If the well-being of its children is the proper measure of the health of a civilization, the U.S. is in grave danger. Of the 65 million Americans under 18, fully 20% live in poverty, 22% live in single-parent homes, and about 3% live with no parent at all.

The loss of childhood innocence is a recent phenomenon affecting all income levels and all ethnic groups. Playground fights that used to end in a bloody nose now end in death. Schools that once considered talking in class a capital offense are routinely frisking kids for weapons, questioning them about drugs. AIDS has turned youthful experimentation with sex into Russian roulette. A good public education, safe streets, and family dinners -- with both mother and father present -- seem like quaint memories of a far distant past.

POVERTY LINE - (As of April, 1993)

	Month	Year
Family of 1	$ 581	6,972
2	786	9,432
3	991	11,892
4	1,196	14,352
5	1,401	16,812
6	1,606	19,272

Of all the risks children face, poverty and irresponsible parental role models bred by a welfare system that fosters dependency are arguably the most pernicious. Children today are America's poorest citizens. Some 13 million youngsters -- 2 million more than in 1980 -- live in households whose annual incomes fall below the poverty level. Kids reared by young and single parents are the worst off. 3/4 of children of single parents will live in poverty during at least part of the crucial ten years of their lives.
("Struggling to Save Our Kids," August 10, 1992, Fortune Magazine. Copyright 1992, Time Inc. All rights reserved.)

Of the 36 million Americans without health insurance, children constitute 28%. 2/3 of uninsured children live in families where at least one person was employed throughout 1990.

Couples are postponing having children and are having fewer of them. In 1973, 6 out of 10 families had at least one child under the age of 18, and the average number of children per family was 2.2. In 1990, only about one-half of all families had a child under age 18, and the average number of children was 1.8. Postponing children and having smaller families are recent trends among dual-earner families.

The proportion of households without children headed by 25 to 44 year-olds nearly doubled from 20% in 1960 to 37% in 1988. Households without children have a median income per person that is 67% higher than households with two children.
("America's Families: Conditions, Trends, Hopes and Fears", Family Information Services, Minneapolis, MN, September 1992, T&E-20 and 21. Reprinted with permission.)

Estimates in 1987 for raising a child from birth to age 18 ranged from $95,867 in the Midwest to $106,687 in the West for urban families; for rural families, the expenditures ranged from $89,278 in the Midwest to $111,439 in the West.
("Financial Management," Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

A baby's weight at birth is a key indicator of an infant's ability to survive and thrive. Over 1/2 of infants who die are low birth-weight babies. Compared to babies of normal weight, underweight babies who survive are 7 to 10 times more likely to have school problems. Women who do not receive early prenatal care are much more likely to give birth to low birth-weight babies.

In 1990, 289,418 babies, or 7% of all babies born that year, came into the world at-risk because they weighed less than 5.5 pounds. The 1990 low birth-weight rate, which is the same as the 1989 rate, is the highest percentage of low birth-weight births since 1978.

Black babies are more vulnerable. Almost 13% of African-American babies were born with low birth-weight in 1990, a rate more than twice the low birth-weight rate of white or Hispanic babies.

The 1990 infant mortality rate of 9.2 per 1,000 live births is the lowest ever recorded for the U.S. Because of sophisticated neonatal intensive care and improved transportation to this care, infant mortality rates have been reduced every year over the past two decades and more than halved since 1970. But the rate of progress in infant mortality slowed during the 1980s in part because of increases in family poverty. Yet, the infant mortality rate is still higher than that of 19 other industrialized nations.

In 1990, 38,351 babies died before they reached their first birthday. The majority of these deaths occurred during the first 28 days of life. Infant death from respiratory distress and sudden infant death have declined while deaths due to pregnancy complications have risen.

The death rate for children ages 1 to 14 was at a record low in 1990 at 30.5 deaths per 100,000 children of that age range. Nonetheless, from 1985 through 1990, 96,683 children ages 1 to 14 died in the U.S. Over 40% of child deaths are because of accidents, and almost 1/2 of those deaths are due to motor vehicle accidents. However, even in this young age group, the number of homicides, while still small, rose by 21% from 734 murders in 1980 to 890 in 1990.
("The Right Start: Birth, Infancy and Childhood", Family Information Services, Minneapolis, MN, March, 1993, T&E-12. Reprinted with permission.)

Every day, 25% of women giving birth, 2,900 in all, will have received no prenatal care in the first trimester of their pregnancies. And 25% of that group will have had late care or none at all. Their babies are far more likely to be under normal weight, to have learning disabilities, and to die in their first year of life than children who have had prenatal care.

Saving newborns exposed to drugs cost $504 million last year (1991).
("Struggling to Save Our Kids," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Family Issues -- Child Care

80% of female employees will have babies at some time during their working careers. Approximately 8 million children spend 7 hours a day or more with a caregiver other than a parent.
("Child Care Concerns of Employed Parents", Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

In 1993, 53.9% of mothers with children under age three were employed compared to 35% in 1975. In 1993, 57.9% of mothers with children under age six were employed. 75.4% of mothers with school age children were employed. In Kansas, the statistics are very similar to the national statistics. In 1990, 59.4% of Kansas children under age six had parents who were both working or one parent working in a single-parent family.
("Marital and Family Characteristics of the Labor Force from the March 1993 Current Population Survey," U.S. Department of Labor, Bureau of Labor Statistics, October, 1993.)

As of 1985, more than 1 out of 6 working mothers with children under 14 held an evening or night job or a rotating shift. The same was true for 1 out of every 5 working fathers. As a result, 1 out of every 6 two-income couples with children under 6 had work hours that did not overlap at all. In virtually all of these families, Dad watches the children for some or all of the hours that Mom works. With the economy continuing to require more shift and weekend work, split-shift parenting is emerging as the work/family solution of the 1990s. It is redefining the rules for employers and marketers alike. Service businesses are the fastest growing employers in our economy, and they require the most shift and weekend labor.

Most formal day-care programs end by 6:00 p.m. and are closed on weekends. Finding care at other times means relying on friends and relatives, and these are getting harder to find.

In 1965, relatives provided 3/4 of all care to preschool aged children whose mothers worked. By 1985, that number had dropped to 1/2. This drop was entirely due to a decline in the number of available female relatives. The proportion of preschoolers cared for by their fathers while their mothers work has remained near 15% over the past two decades. Grandmother, historically a parent's first choice as an alternative provide, may find her time is split. In 1984, 1/3 of grandmothers who cared for their children while the mothers worked were themselves employed.
(Split-Shift Parenting," Family Information Services, Minneapolis, MN, March, 1991, T&E-8. Reprinted with permission.)

Every month American working families with children pay an average $286 for day care for one child. That amounts to about 40% of the pre-tax earnings of a parent employed full time at minimum wage. As an average family, 6% of income goes to pay for child care for one child.
("Families and Poverty: Children, Youth and Family Trendfacts," Family Information Services, Minneapolis, MN, January, 1991, T&E-2. Reprinted with permission.)

When the mother is employed and the child is younger than age 3, the following child care arrangements were used (% of hours during the week): 32% none, 22% family day care, 21% relatives, 20% center, 3% in-home, 1% other. When the mother is employed and the child is ages 3 to 4, the following child care arrangements were used: 21% none, 17% family day care, 16% relatives, 43% center, 2% in-home, 1% other. When the mother is employed and the child is ages 5 to 12, the following child care arrangements were used: 44% none, 7% family day care, 25% relatives, 14% center, 3% in-home, 7% other.
(Use of Supplemental Care by Age of Child," Family Information Services, Minneapolis, MN, November, 1991, T&E-24. Reprinted with permission.)

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Many other industrialized nations have time off for new mothers -- it is guaranteed by law.

	Maximum wks. allowed	% of salary replaced
Sweden	51	90%
France	16 to 38	84%
Italy	20	80%
Britain	18	90%
Canada	15	60%
Germany	14	100%
Japan	14	60%
Netherlands	7	100%
United States	12	None

("Who's Minding America's Kids," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

The average $5,774 spent on a baby in its first year of life fuels many industries. Breast-feeding or formula is recommended. Formula alone costs parents about $500 in the first year. Parents spend $570 in the first year on 3,000 disposable diapers. Parents may need two car seats during the first year -- one for the newborn and another for the toddler infant -- the cost is around $100. Add the portable cribs, $65; safety gates, $30; umbrella strollers, $35; and sling seats, $35. And, today, about 16% of parents with babies own a video camera to catch the baby's first steps.
("Rock-A-Buy Baby," Family Information Services, Minneapolis, MN, January, 1991, T&E-4. Reprinted with permission.)

75% of mothers with school-age children are employed. (1993 update)

Approximately 1 in 12 children between the ages of 5 and 12 currently care for themselves before or after school while their parents work.

Nationally, it is estimated that 3.4 million children between 5 and 23 (12% of the total) are in self-care. Figures are higher for older children. Figures are also higher for children in higher income, more highly educated families.

Children who seem to do the best are those who have participated in the decision about self-care and both the parent and the child agree they are ready for this new responsibility. They feel secure in their neighborhood, have easy access to adults in case of an emergency and have a good relationship with their parents. They also have been given the knowledge and skills needed to handle the new situation and are left alone for relatively short periods of time. It is best to start out with a trial period first.

Most working mothers report working out of economic need. This situation, coupled with the lack of school-age child care, its high cost even when available, and the tendency of older children to prefer arrangements with more freedom, has resulted in significant numbers of families turning to self-care.
("Self-Care by Children: Issues and Trends," Family Information Services, Minneapolis, MN, November, 1990, FE-53 to 61. Reprinted with permission.)

A study done in 1992 by the American Academy of Pediatrics showed that latchkey children were more socially isolated than other children since they were not allowed to play outside or have a friend visit their home as often. Also, the children in the care of older brothers and sisters ranked themselves lower in self-worth, social acceptance, and physical appearance. Latchkey kids are about twice as likely as supervised children to smoke, drink alcohol, and use marijuana.
("101 Key Statistics on Work and Family for the 1990's,: September, 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Family Issues -- The Elderly

Families have always faced the responsibility of caring for aging family members. But as today's aging population expands more rapidly than other age groups, more and more concern is expressed over our ability to provide for the financial support and service needs of this group.

While this can be a stressful and challenging time of life, it can also be a rewarding one. Many adult children view their involvement with aging parents as a natural process. While they may experience frustration and resentment at some point in the caregiving process, they find it fulfilling to be able to give back to thw person who provided so much for them when they were young.
("Caring for our Aging Parents", Family Information Services, Minneapolis, MN, March, 1993, FI-M/FD-9. Reprinted with permission.)

The U.S. population is aging. People 65 years old and up numbered 16.7 million in 1960; 31.2 million in 1990 (13% of our population); with estimates of 52.1 million in 2020, and 67.4 million in 2050 (22%).
("101 Key Statistics on Work and Family for the 1990's," Reprinted with permission from a 1991 BNA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Average life expectancy is steadily increasing. For a female born in 1987, it is 78.3 years; for a man born in 1987, it is 71.5 years.

Because of increased longevity of the elderly population, 7 to 8 million adults are providing personal care to elderly relatives. They are often referred to as the "sandwich generation" -- caring for both children and their parents.
(Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

Between 20% to 30% of all workers have some responsibilities for elder caregiving, disabled spouses or parents.

Eldercare has the potential to make a greater impact on the work place than child care. 55% of those who take care of elderly relatives work outside the home. Compared to other workers, care givers are twice as likely to suffer from headaches and almost three times as likely to have anxiety or depression. They are 24% more likely to be under the care of a physician due to physical and emotional stress. 35% say their work is affected by their family responsibility. Employers are noticing the problems facing workers who provide primary care to an elderly person: tardiness, unscheduled days or hours off, absenteeism, and frequent phone use.
("Work and Family Today: 100 Key Statistics," May, 1991. Reprinted with permission from a 1991 BNA Special Report Series on Work and Family, published by The Bureau of National Affairs, Inc., Washington, D.C. 20037.)

An estimated 25% of employees at typical companies spend from 6 to 35 hours a week on eldercare responsibilities.
(Wall Street Journal, November 9, 1992)

Options for employer-sponsored eldercare include:
- -- counseling and resource and referral services
- -- financial assistance for eldercare expenses
- -- easing time constraints; flexible work hours
- -- donating to existing community resources
- -- accommodating employees going through major transitions

Today, women can expect to spend 18 years caring for an aging relative, compared with 17 years caring for a child.

People 85 years of age and older belong to the most dramatically increasing elderly age group. They are also the most frail segment of the population and are most likely to require extensive health and social

services. About 1/3 of those over 80 are unable to care for themselves in some areas, such as bathing, dressing or eating.
(Work and Family Clearinghouse, U.S. Department of Labor, Women's Bureau)

Today, primary caregivers (80%) in family settings are overwhelmingly spouses and daughters, followed by sisters, daughters-in-laws, nieces and friends. Some men are very effective caregivers, but this situation occurs far less frequently because it is role reversal. For women, caregiving is the expected duty; for men, it is an unexpected expression of love or devotion.
("Women Take Care: The Consequences of Caregiving in Today's Society", Tish Sommers, 1987)

The financial choices confronting sandwich families can be the most wrenching any household ever faces. Even if your parents are healthy, you still have to juggle their eventual needs, your responsibility to your children and your own long-term financial goals. And if your parents' health gives out, you may find that the cost of their care is simply beyond your ability to cope. The best way to avoid the most painful choices is to prepare for the worst while the older generation is still independent. In reviewing your parents' investments, your chief concern should be that they are adequately protected against inflation. Many retirees underestimate the damage inflicted by a rising cost of living. Someone retiring at age 65, for example, would need approximately $180,000 in assets for each $10,000 in income required. They could then reinvest the surplus income and keep their nest egg growing in the early years of retirement. That way, as inflation annually raises their expenses, their income can keep pace.
("The Crunch of Caring for Both Parents and Kids." Reprinted from the March, 1989 issue of Money by special permission; Copyright 1989, Time Inc.)

72% of people who provide eldercare have made lifestyle changes since becoming providers. 34% spend less time with their own family; 33% pay less attention to their health; and 28% take fewer vacations.

60% of all elder caregivers incur additional expenses as a result of providing care. Care providers who also have full-time jobs pay an average of $167 a month in hospital costs for the people for whom they are providing care, $475 a month for in-home nursing care, and $113 a month in other expenses.
(101 Key Statistics on Work and Family for the 1990's," September, 1989. Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Another factor contributing to our growing concern is the ever-increasing cost of long-term care. While not all older adults have major health problems, health care costs typically increase as we age. Savings of a life time cannot keep up with the demand, and not all older adults have health or long term care insurance policies. Thus, family members, especially adult children, are often confronted with providing much of the needed care. At times that care may even be long distance.

While some older adults desire to live with their children, most prefer to maintain an independent lifestyle for as long as possible.
("Caring For Our Aging Parents", Family Information Services, Minneapolis, MN, March, 1992, FI-M/FD-9. Reprinted with permission.)

Elderly women are twice as likely to be poor than are elderly men. Women need to be concerned about financial security in their older years. Women tend to live longer and have lower earnings from which to provide for retirement; thus, retirement may be a time of insufficient income and a lower standard of income for them.
("Financial Management", Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

Family Issues -- Divorce

The end of marriage usually means high costs and financial complications for both partners. Legal fees and the expense of maintaining separate households will almost always lower the living standards of decoupled couples.
("Suddenly Single," Reprinted from the June, 1988 issue of Money by special permission; Copyright 1988, Time Inc.)

The family's financial situation is a primary predictor of the long-term consequences of divorce on a family. Income of female-headed families one year after divorce is 67% of their pre-divorce income whereas the income of divorced men only decreases to about 90% of pre-divorce income. This sharp decline in income and the threat to economic security contributes stress for both the custodial parent and children. Only about 40% of white fathers and 19% of black fathers pay any child support. Payments are often erratic and, when paid, tend to be small. Non-custodial fathers contribute only 10% of the income of white mothers and 3.5% of black mothers. When confronted with little child support and few job paying skills, divorced women must depend on income from public child support, work more hours, or return to school to increase their earning power.

The problem is that the majority of people who get divorced -- 57% -- have children under 18.
("The Dollar Side of Divorce," Excerpted by permission from the May, 1987 issue of Changing Times Magazine. Copyright 1987, The Kiplinger Washington Editors, Inc.)

The high divorce rate and greater acceptance of divorce in our society has created a myth that makes divorce adjustment appear to be an instant, overnight accomplishment. What happens in reality is that this major transition affects all family members, including those who initiated the divorce and many family members who deny feelings related to the divorce.

The adjustment to divorce is a continuous process. Unlike a death where there is a sense of finality, former spouses continue to deal with each other, particularly those spouses who have children. There is an initial traumatic period at which time major economic, legal, career and family decisions and changes need to be made. Just when individuals are so emotionally vulnerable, they are faced with decisions that will impact them and their children for life.

At each stage in their children's lives, there will be some kind of divorce-related adjustment.

After the initial tumultuous time, there can be many areas of growth for adults and children. Adults, for the first time, may work on understanding themselves in relationships and view patterns of relationships and how they might make healthy changes. Many adults after divorce are so scared about being alone and report feeling like half a person that they rush through an incomplete grief process and seek out an instant loving relationship. Adults should first understand their changes and feel good about themselves before engaging in a new relationship.
("Working With Single Parents After Separation/Divorce," Family Information Services, Minneapolis, MN, January, 1992, FI-P/FD-1. Reprinted with permission.)

The oldest baby-boomers, now in their late 30s to early 40s and well past the age of highest risk for divorce, have already assured their place in history as the generation with the highest divorce rates ever. A 1985 Census Bureau survey showed that nearly 1/3 of the women age 35 to 39 -- those born during the first five years of the baby boom -- had already divorced once.

Women in their 30s had a high divorce rate because they were in the forefront of social change. They delayed marriage, they went to college in large numbers, and they invested in their careers. The demands of extreme change has been a burden for these women.

Marriages are more likely to last if the bride and groom have a few years of wisdom behind them when they get married. In 1985, 32% of women married before age 20 had divorced, compared with 20% in 1970. Education helps as well. Women in their 30s with a college degree were not as likely to be divorced as less educated women.

A decade ago people were willing to take a chance on divorce. There was the allure of creativity, growth, expanding one's self emotionally. People are much more conservative and realistic now.
("A Portrait of Divorce in America," February 2, 1987, Reprinted by permission of Newsweek, Copyright 1987. Reprinted with permission.)

From 1975 to 1985, there has been a marked drop in the percentage of women who even marry at all. Women ages 25 to 29 in 1985 had a marriage rate of only 74%, as opposed to 87% in 1975.

The divorce curve in America began flattening out in the early 1980s, and now may be starting a gentle descent. The divorce rate is usually expressed as the number of divorces per 1,000 Americans. The 1986 rate was 4.8 per 1,000, down from 5.0 in 1985 and its peak in 1981 of 5.3. This is the second time in 12 years that the rate has edged below 5.
("Now For the Good News," U.S. News and World Report, June 8, 1987.)

A recent long-term study found that elementary school children from divorced families, especially boys, on average scored lower on reading and math tests, were absent more often, were more anxious, hostile, and withdrawn, and were less popular with their peers than their classmates from intact families. Single-parent children are twice as likely to drop out of high school as two-parent children. In later life, adults who grew up in divorced homes are more likely than others to tell investigators that they are unhappy, in poor health, and dissatisfied with their lives. Men from divorced families are 35% more likely -- and women fully 60% more likely -- than their intact-family counterparts to get divorced or separated. Ominously, the most reliable predictor of crime is neither poverty nor race but growing up fatherless.

After the divorce, many of the boys started having learning and behavior trouble in school even though most were bright; in adolescence and young adulthood, a significant number began to drift. The girls generally do better, but their success tends to be fragile. These girls were on super behavior, consciously trying to be good little girls -- at a high inner cost. Many couldn't keep it up. In adolescence and in young adulthood, girls from divorced families have a very difficult time, and there's a steep decline.

By young adulthood, years after the divorce, boys and girls were having equal difficulty forming intimate, loving relationships. Fearful of being alone, fearful that men would abandon and betray them rather than form the lasting relationship they desperately wanted, many girls, as if militantly trying to disprove their fears, flung themselves into affair after affair. They married early, often unsuitably, divorcing at a very high rate. Why? To exercise a good choice takes a sense of who you are and the inner sturdiness to stand there on the threshold of adulthood and say, "Now let me take a little bit of time." A lot of these girls are too anxious for that.

The boys, by contrast, typically held themselves back from relations with girls as they grew up. They were really very lonely and scared to take a chance Some fear, "I'm afraid that when she gets to know me, she won't love me."

Growing up in a single-parent family puts its mark not just on a child's external economic circumstances but on his or her innermost psyche as well. A vast National Center for Health Statistics study found that children from single-parent homes were 100% to 200% more likely than children from two-parent families to have emotional and behavioral problems and about 50% more likely to have learning disabilities. In the nation's hospitals, over 80% of adolescents admitted for psychiatric reasons come from single-parent families.
("The American Family 1992," August 10, 1992, Fortune Magazine, Copyright 1992, time Inc. All rights reserved.)

Family Issues -- Single Parent Families

Over the past three decades there has been a significant change in the structure of American families. While most children live in married-couple families, 1 in 4 now lives in a single-parent family. This rate represents a 9% increase in the percentage of children living in single-parent families since 1985. Most single-parent families are headed by women. The number of children living in single-father families is still small but is increasing.

Minority children are more likely to live with one parent. In 1990, over 1/2 of African-American children lived in single-parent families; just under 1/3 of Hispanic children lived in single-parent families.

The increase in single-parent households is a result of both a rise in divorce rates and an increase in out-of-wedlock births. Many single-parent families succeed, but finding the time to parent, run a household, and work is difficult. Paying for a child's needs on a single salary is also hard, particularly for women.

The average income of single-mother families is 60% of single-father families' income. Only 31% of mother-headed households receive any child support or alimony, and only 25% receive the full payment of court-ordered support. Of all those contributing any support, payments average a meager $52 a week.

("Percent of Children in Single-Parent Homes", Family Information Services, Minneapolis, MN, March 1993, T&E-16. Reprinted with permission.)

Since 1970, single-parent families have been increasing at 4 to 5 times the rate of two-parent families.

Marital breakup is the primary contributor to the increase of single-parent families. Increased economic opportunities for women have allowed more women to be independent and self-sufficient.

Income of female-headed families one year after divorce is 67% of their pre-divorce income whereas the income of divorced men only decreases to about 90% of pre-divorce income. This reduction income tends to become permanent.

Low income single parents are not adequately insured. The "working poor" cannot afford health insurance yet earn too much too qualify for Medicaid or Medicare.

("Financial Management", Work and Family: Educational Implications, Ginny Felstehausen, Copyright 1991, American Home Economics Association, Alexandria, VA. Reprinted with permission.)

Kids in single-parent families have less than 1/3 the median per capita income from two-parent families, and half of them fall below the poverty line in any given year, compared with 10% of their counterparts in intact families.

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Surprisingly, children with stepparents don't do any better than children in single-parent families even though remarriage greatly improves the children's economic situation. They are at least as likely as children from single-parent families to have learning disabilities and emotional and behavioral problems.
("The American Family 1992," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

The revolution in families that we see all around us -- the result of an epidemic of divorce, remarriage, redivorce, illegitimacy, and new strains within intact families -- has precipitated a revolution in the inner lives of our children. And a torrent of recent research makes plain that this revolution within the hearts and minds of the next generation has deeply troubling implications for the American social order.
("The American Family 1992," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

If the well-being of its children is the proper measure of the health of a civilization, the U.S. is in grave danger. Of the 65 million Americans under 18, fully 20% live in poverty, 22% live in single-parent homes, and about 3% live with no parent at all.

The loss of childhood innocence is a recent phenomenon affecting all income levels and all ethnic groups. Playground fights that used to end in a bloody nose now end in death. Schools that once considered talking in class a capital offense are routinely frisking kids for weapons, questioning them about drugs. AIDS has turned youthful experimentation with sex into Russian roulette. A good public education, safe streets, and family dinners -- with both mother and father present -- seem like quaint memories of a far distant past.

POVERTY LINE - (As of April, 1993)

	Month	Year
Family of 1	$ 581	6,972
2	786	9,432
3	991	11,892
4	1,196	14,352
5	1,401	16,812
6	1,606	19,272

Of all the risks children face, poverty and irresponsible parental role models bred by a welfare system that fosters dependency are arguably the most pernicious. Children today are America's poorest citizens. Some 13 million youngsters -- 2 million more than in 1980 -- live in households whose annual incomes fall below the poverty level. Kids reared by young and single parents are the worst off. 3/4 of children of single parents will live in poverty during at least part of the crucial ten years of their lives.
("Struggling to Save Our Kids," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Of the 36 million Americans without health insurance, children constitute 28%. 2/3 of uninsured children live in families where at least one person was employed throughout 1990.

Couples are postponing having children and are having fewer of them. In 1973, 6 out of 10 families had at least one child under the age of 18, and the average number of children per family was 2.2. In 1990, only about one-half of all families had a child under age 18, and the average number of children was 1.8. Postponing children and having smaller families are recent trends among dual-earner families.

The proportion of households without children headed by 25 to 44 year-olds nearly doubled from 20% in 1960 to 37% in 1988. Households without children have a median income per person that is 67% higher than households with two children.
("America's Families: Conditions, Trends, Hopes and Fears", Family Information Services, Minneapolis, MN, September 1992, T&E-20 and 21. Reprinted with permission.)

Family Issues -- Blended Families

Surprisingly, children with stepparents don't do any better than children in single-parent families even though remarriage greatly improves the children's economic situation. According to the National Center for Health Statistics, they are at least as likely as children from single-parent families to have learning disabilities and emotional and behavioral problems. Remarkably often, girls in such families wind up locked in conflict with their mothers. As these consequences make plain, solidifying a new marriage while keeping the children from feeling excluded or discarded isn't easy. Plainly, too, as sociologist McLanahan says, for children "remarriage is not the solution."
("The American Family 1992," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Stepchildren are gaining share at the expense of biological and adopted children. Between 1980 and 1985, the total number of children in married-couple families declined 4 percent, to 45.3 million, according to Census Bureau analysts Louisa F. Miller and Jeanne E. Moorman. The number of children under age 19 with an adoptive mother and father declined 36 percent, to 866,000. But the number of children living with their biological mother and a stepfather increased 13 percent, to 6 million, and the number living with a stepmother and biological father increased 2 percent, to 740,000. In 1985, 15 percent of children in married-couple families were stepchildren.

Not long ago, stepfamilies typically followed the death of a spouse. Today's stepfamilies typically follow a divorce, says Glick. Nearly two-thirds (65 percent) of children living in stepfamily situations live with their biological mother. Stepfamilies are more likely to be white than black, and they are more often poor than rich. Stepparents are typically younger than other parents, and they are less likely to have a college education.

High remarriage rates account for the disproportionately large share of stepfamilies among white Americans, say Arthur J. Norton and Louisa F. Miller of the Census Bureau. They found that among seven age categories for white, black, and Hispanic women aged 20 to 54, remarriage rates following a divorce were higher for whites than blacks or Hispanics.

Race is one important factor in the profile of the American stepfamily. Income plays another important role. Thirty-nine percent of married-couple families with at least one child from a previous relationship have household incomes of less that $30,000 a year, compared with 29 percent of other families, according to the 1987 National Survey of Families and Households (NSFH). Only 37 percent of stepfamilies have household incomes of $50,000 or more, compared with 45 percent of intact families. "Poor people are more likely to divorce, so they're more likely to remarry," says Glick.

Mothers in stepfamily situations are generally younger than women in other family situations. The average age of mothers in intact families is 35.2, but a mother in a stepfather-only family's average age is 34.1, according to the June 1985 Current Population Survey. Stepfathers are typically older than biological fathers.

A college education is another important indicator of an intact family. Despite their relative youth, almost two-thirds (65 percent) of stepparents have never attended college, according to the NSFH data. Only 12 percent are graduates, compared with 21 percent of all adults.

Using NSFH data and population estimates from the Census Bureau, Glick calculated the number of adults and children in step relationships in 1987. His data include the children and parents measured by Miller and Moorman in

1985, plus stepfamilies containing children aged 19 and older and those with children living outside their parent's homes. Using this more comprehensive definition, Glick estimates that 60 million adults and 20 million children were in step situations in 1987. That is almost one-third of the U.S. population. If current trends continue, the share will rise to one-half by 2000.

Businesses don't understand the special needs of stepfamilies, says Judith Bauersfeld of the Stepfamily Association of America (SAA). "Stepfamilies have always had the reputation of being not as good as, or second best," she says.

Stepfamily members don't always realize the difficulties they will face as a blended family, says Bauersfeld. "Most people don't think it's going to be any different from an intact family," she says. But it is different in dozens of ways.

Sibling rivalries and financial pressures take on new meanings in a stepfamily. Added to those are such thorny issues as health insurance and legal rights. Filling out insurance forms is complex even in traditional circumstances, but negotiating the health-care bureaucracy for an ex-spouse or stepchildren can be a nightmare. A number of insurance companies are recognizing the dilemma remarried couples face. Companies are developing policies that prevent absentee parents from sticking custodial parents with the bill. The new strategy is to have the custodial parent's insurance plan pay first. The stepparent's plan pays second, and the other biological parent's plan pays last.

"Stepfamilies are much more complicated than first families," says Carli MacColl, a certified marriage and family therapist in Seattle. "A stepparent's legal right to make sure his or her stepchildren receive prompt medical attention is not always clear," she says, "because most states require that biological parents authorize medical care."

Some parents resolve the problem by signing medical authorization forms giving one another permission to seek medical care for each other's children. Both carry the forms in their wallets.

The same complications apply to other employee benefits. Few companies include stepchildren and stepparents in their sick-leave policies or in policies allowing paid leave to attend funerals, for example.

Some other rights may not be so prized, says MacColl. Stepparents are often eager to spend on their biological children, but obliged to spend on stepchildren. The issue is often left unresolved until the stepfamily relationship is under stress. "If you apply for college financial aid, many times the criteria will include the stepparent's income along with the biological parent's. It can get real messy."

Even more messy than money matters are the emotions attached to raising stepchildren. It is difficult for the stepparent to love the stepchildren as much as their own.

With all the conflicting interests and emotions, it's little wonder that many stepfamilies break up. About half of stepfamilies will eventually end in divorce, says sociologist Paul Glick.

("Understanding Stepfamilies," Family Information Services, Minneapolis, MN, July, 1992, T&E-24-26. Reprinted with permission.)

Family Issues -- Teenage Work and School

Participation in the paid labor force is more the norm of adolescent behavior in today's economy than the exception. Approximately 80% of American adolescents will have been employed by the time they reach high school graduation.

According to research on the working teen phenomenon, parents of these teenagers not only support their child's decision to combine employment with school work, they actually encourage that move into the paid labor force. Parents cite a variety of positive outcomes from having their teenager participate in the paid labor force while still working toward their diploma. Besides generating extra money to support the expensive tastes of many adolescents, parents note that working teaches adolescents a sense of responsibility and provides them with experience about the "real" world of work. They also contend that employment provides adolescents with a greater sense of the value of money and teaches them to be better money managers.

In the Kansas study of 4,496 high school students, the most obvious difference between working and non-working adolescents was the amount of money available fo them to spend or save on a weekly basis. (Note: For the purposes of this study, working refers to regular paid employment -- as opposed to occasional jobs, such as babysitting or lawnmowing.) Working adolescents had a median weekly income of $75, five times the $15 available to non-employed teens. Interestingly, both groups were equally as satisfied with the amount of money they had to spend. This implies that the difference in income may not represent an equivalent difference in consumption. Indeed, it may only be indicative of who is actually paying for the consumption of adolescents. In the case of non-working teens, much of the consumption is likely funded by parents while working teens are financing more of their consumption directly from their income.

Employed teens also exhibited very different saving behavior that did unemployed teens. Working adolescents were more likely to save on a regular basis than non-working teens, saving not only a higher dollar amount each week but also saving a greater percentage of their total income. Workers saved an average of $27.10 per week compared to the $12.64 of their non-employed peers. The saving rate of employed adolescents was 46.6% compared to 36.6% for teens without regular jobs. Two thirds of working adolescents had their own saving account while less than half of non-workers had such an account.

Even though parents often consider saving for future education as one of the main advantages of having their adolescent work, less than half of working adolescents indicated they were indeed saving for the purpose of future education. This was true even though 86% of workers indicated they had plans for some form of education after high school. Working adolescents were more likely to be saving for an automobile or car-related expenses (59.3%) than for future education (47.9%).

Working adolescents were also more likely to have experience with a checking account (38.5%) compared to 27.1% of non-working teens. ("The Influence of Paid Employment on the Financial Behavior of Adolescents", Kansas High School Financial Planning Program Newsletter, Fall, 1993.)

One reason for the nation's 29% high school dropout rate is that young people don't see a clear connection between what they're supposed to learn in class and what they'll need to succeed in a career. ("Why Kids Should Learn About Work," August 10, 1992, Fortune Magazine, Copyright 1992, Tine Inc. All rights reserved.)

Despite the universally acknowledged importance of education, only 69% of students who entered 9th grade in 1986 graduated from high school in 1990, four years later. This rate represents a slow downward trend over the past 6 years in the proportion of children getting a high school diploma on time. Between 1985 and 1990, the percentage graduating from high school declined by 4%.

Education Earning Gap

		Hourly Wages/1991 Dollars
High School Dropout	1979	$ 9.59
	1991	7.62
High School Graduate	1979	10.69
	1991	9.43
College Graduate	1979	14.72
	1991	14.77
Post Graduate	1979	17.85
	1991	19.24

While schooling has always been a key variable in determining life outcomes for children, recent changes in the national labor market and the world economy make a good education even more critical to productivity and self-sufficiency. Teenagers who drop out of high school today can expect to earn approximately 1/3 less each year than those who graduate.

As the U.S. economy shifts from manufacturing to services, it sharply reduces the number of entry level jobs available to people who don't have much schooling.

The average male high school dropout got a full-time job by age 22 in 1973. Now he doesn't find a full-time job until he's 26. Unemployment among teen boys is 25%, up from 15.5% four years ago. 30% of employed men aged 16 to 19, and 22% of those aged 20 to 24, changed occupations in 1986. The average for all workers was just 10%. A majority of male dropouts in 1973 had married by age 22. Now, most aren't married until age 27.

Young adults are taking longer to finish school. Four years after high school graduation, only 7% of the members of the class of 1982 had a bachelor's degree, versus 15% of the 1972 high school graduates.

Taking longer to finish school may be due to rising college costs and career tracks that are getting more complex. The average college graduate now spends slightly more than 5 years earning a BA degree, up from 4.5 years in 1972.

At the same time, a large share of young people are enrolling in college, and thereby postponing adulthood. More of them will boomerang back home or into jobs. Over half of 1980 high school seniors went on to postsecondary schooling. Only 29% began right after school.
("The Boomerang Age", Family Information Services, Minneapolis, MN, September, 1990, T&E-32. Reprinted with permission.)

The typical 14-yr-old watches 3 hours of television daily but does just one hour of homework.

During the average school day, more than 2,200 kids drop out. These kids are 3 1/2 times more likely to be arrested and 6 times more likely to become unmarried parents than those who graduated.
(Struggling to Save Our Kids," August 10, 1991, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

The American Association of University Women study raises an important issue. Girls may be getting better grades and a higher percentage go to college, but they aren't getting better jobs because schools aren't pushing them to develop skills they'll need to effectively compete in the workplace. Among those skills: the ability to take independent positions and to speak out. And, boys need to learn how to listen more.
("Why It's Tough Being a Girl," August 10, 1992, Fortune Magazine, Copyright 1992, time Inc. All rights reserved.)

Kids across the socioeconomic spectrum are not learning qualities they'll need in the workplace: patience, perseverance, and a positive attitude. The Committee for Economic Development surveyed 408 employers last year and 78% faulted recent high school graduates for lacking "a real sense of dedication to work" or "a real discipline in their work habits." If kids don't pick up these traits while still in school, they'll have a much harder time acquiring them later on.
(Why Kids Should Learn About Work," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Family Issues -- Teenage Sexuality and Pregnancy

3 million teems are infected with a sexually transmitted disease (STD) annually. Nearly 2/3 of all STD cases occur among persons under 25 years of age. Adolescents have higher rates of gonorrhea and chlamydia than any other age group. Left untreated, these diseases may lead to pelvic inflammatory disease which can cause infertility or fetal loss.

1/4 of all adolescents contract a sexually-transmitted disease before they graduate from high school. Teens with sexually-transmitted diseases are more vulnerable to HIV, the virus that causes AIDS.

Of AIDS cases reported in the U.S. by April 30, 1991, 1 in 5 was among young adults in their twenties. The average latency period between HIV infection and AIDS diagnosis is 8 to 10 years; therefore, many young adults were probably infected as adolescents.

The total number of AIDS cases reported among persons ages 13 to 24 increased by 75% between 1989 and 1990. Over 900 teenagers have been diagnosed with AIDS. More than 9,500 young adults ages 20 to 24 have been diagnosed with AIDS -- most of them contracting it when they were teenagers.
("The Risky Business of Adolescence: How to Help Teens Stay Safe," Family Information Services, Minneapolis, MN, January, 1993, T&E-11. Reprinted with permission.)

The percent of the U.S. teen girls practicing contraception rose between 1982 and 1988 from 24% to 32%. Nevertheless, in 1988, more than 1/3 (35%) of girls ages 15 to 19 reported no method of contraception at first intercourse.
("Many Are Unprotected Against Pregnancies and STDs," Family Information Services, Minneapolis, MN, January, 1993, T&E-4. Reprinted with permission.)

The lack of contraceptive use may contribute to the fact that 1/2 of all initial premarital pregnancies occur within the first 6 months after the initiation of intercourse.
("Working With Pregnant and Parenting Adolescents," Family Information Services, Minneapolis, MN, January, 1993, FI-YD-15. Reprinted with permission.)

By age 20, according to surveys by the Alan Guttmacher Institute, some 44% of all girls in the U.S. and 63% of black girls will become pregnant at least once.

Roughly 80% of all teen pregnancies are unintended.

While the pregnancy rate among sexually active teens is dropping with more use of contraceptives, the overall rate has remained constant for the past decade because teens are becoming sexually active at a younger age.
("Why It's So Tough Being a Girl," August 10, 1992, Fortune Magazine, Copyright 1992, time Inc. All rights reserved.)

In 1990, 360,645 babies were born to single women under age 20. These births represented almost 9% of all births that year. Between 1985 and 1990, the percentage of all births that were to single teems rose steadily for a 16% increase over the period.

Over 20% of all African-American births were to single teens in 1990, a rate twice that of the Hispanic rate of 10% and more than three times the white rate of 6%. Nonetheless, there was no change in the percentage of all black births that were to single teens between 1985 and 1990. By contrast, the percentage of births to white single teens increased by 26%. Few states reported Hispanic data in 1985.
("Percent of All Births That Are to Single Teems," Family Information Services, Minneapolis, MN, January, 1993, T&E-15. Reprinted with permission.)

Of those single teens who got pregnant, approximately 13% end in miscarriage or stillbirths, 42% end in abortions, 4% are adopted. That leaves 41% of the adolescents parenting their children.

Of those teens that marry, at least 60% of the marriages end in divorce within the first 5 years.

Teenage mothers earn about half the lifetime income of women who first gave birth in their 20s.

6 out of 10 welfare mothers have their first child as a teenager. These families typically depend on welfare for 10 years.
("Working With Pregnant and Parenting Adolescents," Family Information Services, Minneapolis, MN, January, 1993, FI-YD-15. Reprinted with permission.)

Teen girls who are poor and have below-average basic skills are 5 1/2 times more likely to have children than non-poor ones with average or better skills. Once these kids become mothers, catching up gets even harder. Nearly 3/4 of teen mothers 17 and under don't finish high school. ("Why It's so Tough To Be A Girl," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

A teenage mother is less likely to complete her education than a teenager who is not a mother. As a consequence, her job prospects are limited, and she is more likely to be poor. Nearly half of all adolescent mothers are poor. They are less likely to get prenatal care, and their babies are more vulnerable as a result. Some unmarried teen mothers get married though they are more likely than older mothers to subsequently separate and divorce; some live at home or move back home and get help from their parents; some complete their high school education; others struggle to put the pieces of their own life together and sometimes just cannot both grow up and raise a child at the same time.

Every year this country produces millions of vulnerable families. In 1990, there were 1.7 million families started with the birth of a new baby. 45% started out at a disadvantage for one or more of the following reasons: the mother in some of these families had not finished high school when she had her first baby; the mother and father of the baby were not married at the time of the child's birth; or the mother was a teenager when her first baby was born, thus still a child herself. 24% of these new families had at least two disadvantages, and 11% all three. These were families started by an unmarried teen mother who had not finished high school.

Children of teenage mothers are more likely to have developmental delays and behavior problems; by high school they are more likely to fail academically or become delinquent.

It is not preordained that these families will fail; many will succeed. However, each of these factors puts a family at greater risk of instability and breaking up, of becoming financially poor or dependent on public assistance. In combination, the risks are greatly increased, placing children in jeopardy of experiencing insurmountable disadvantage and hardship.
("Vulnerable Families," Family Information Services, Minneapolis, MN, March, 1993, T&E-15. Reprinted with permission.)

The federal government spent $25 billion in 1990 on health and social services for families begun by teen mothers.

At least 120,000 teens became fathers in 1989.
("Boys: Most Dangerous and Endangered," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Approximately 4.6 million adolescents lack public or private health insurance. Of those covered, 1/3 are not covered for maternity-related services by their parents' insurance.

47% of sexually active teens reported having talked with parents about sex and birth control. 58% who had discussed both report consistent use of birth control, compared with 16% who have talked with their parents about sex but not contraception.
("Formidable Barriers to Preventing High Risk Behavior Among Youth Remain," Family Information Services, Minneapolis, MN, January, 1993, T&E-5. Reprinted with permission.)

Family Issues -- Drugs, Alcohol, Crimes

Every day over 500 children ages 10 to 14 begin using illegal drugs, and over 1,000 start drinking alcohol. Nearly half of all middle-schoolers abuse drugs or alchohol or engage in unprotected sex or live in poverty.

In a recent study of junior high school kids, it has shown that the prime determinant of drinking or drug use is how long the child is left alone during the week.

The most reliable predictor of crime is neither poverty nor race but growing up fatherless.
("The American Family 1992," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

8 million junior and senior high school students (nearly 40% of this population) report weekly consumption of alcohol, including 5.4 million students who have "binged" with five or more drinks in a row, and 454,000 who report an average consumption of 15 drinks per week.

In 1989, 91% of graduating high school seniors reported having consumed alcohol, 44% had used marijuana, 19% had used stimulants, 18% had used inhalants, 10% had used cocaine, and 9% reported having used hallucinogens.
("The Risky Business of Adolescence: How to Help Teens Stay Safe," Family Information Services, Minneapolis, MN, January, 1993, T&E-3. Reprinted with permission.)

Between 1985 and 1989, approximately 40,600 youth ages 15 to 24 died in alcohol-related motor vehicle accidents.
("Costs of Drugs, STDs, Pregnancy, and HIV Are Staggering," Family Information Services, Minneapolis, MN, January, 1993, T&E-5. Reprinted with permission.)

Common feelings among people who abuse drugs have been identified: loneliness, isolation, frustration, negative self-concept, and little sense of ethical values. Other contributing factors reported are: drug-abusing parents, poor family relationships, parental rejection, parents' low expectations of children's success, parents' attitude of rigid stereotyped sex roles, and parents' use of negative disciplinary measures. Conversely, they noted that positive childrearing styles are typical of families whose children avoid substance abuse and other delinquent behaviors. They have identified research that suggests warm, positive relationships between family members, shared commitment to education and society's general values and attendance at religious services as factors with a positive influence. In addition, families less likely to have children who abuse drugs include those who distribute household tasks among all family members, those who have high aspirations for children's success, those with strong kinship networks among the family, those who have affectionate, supportive parent-child relationships and those who use a reasoned, democratic parenting style.
("Substance Abuse," Family Information Services, Minneapolis, MN, January, 1992, T&E-4. Reprinted with permission.)

An ever-increasing number of youngsters are caught up in violence -- as victims, as witnesses, as perpetrators. The number of children under age 18 arrested each year for murder has jumped 55% in the past decade, to 2,674 in 1990. Juvenile arrests for aggravated assault and forcible rape are rising dramatically. There are a lot of disaffected, alienated youth out there who use violence and use it with no remorse.

More adolescents die from violence -- especially gun violence -- than from any illness. Homicide is now the second-leading cause of death (after vehicle crashes) for 15 to 19 year-old whites. For African-Americans in that age bracket, homicide is the leading cause of death. Altogether, 2,771 children, ages 10-19, died from homicide in 1989, up 48% since 1984. Another 2,245 in that age group died from suicide, now the third-leading cause of death among adolescents.

Guns figure in more than 75% of adolescent homicides and more than half of adolescent suicides. A national survey of high school students in 1990 found that 4% had carried a gun at least once in the past month. ("Kids Are Killing, Dying, Bleeding," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

Each day, 100,000 carry guns to school. In a national survey, 20% of all students in grades 9 through 12 reported they had carried a weapon at least once during the preceding 30 days.

Every hour, 900 teachers are threatened, nearly 40 teachers are physically attacked, and over 2,000 students are attacked on school grounds.

In a survey of inner-city and middle-to-upper income youth, 42% of inner city males reported that their lives had been threatened, compared with 18% of middle-to-upper income males.

Every day, 40 children are killed or injured by guns. In 1990, nearly 3 out of 4 youthful murderers used a firearm. A 79% increase in the number of juveniles committing murder with guns was reported over the past decade. ("Keeping Every Child Safe: Curbing the Epidemic of Violence," Family Information Services, Minneapolis, MN, September, 1993, T&E-24 to 26. Reprinted with permission.)

Children who live in extremely poor families, in families where violence and adult discord are common and a male authority figure is often absent are at greater risk. Many of these families also live in isolated and impoverished communities where there are few chances to excel. ("Turning Points: The Teen Years," Family Information Services, Minneapolis, MN, March, 1993, T&E-14. Reprinted with permission.)

A gang is a group of individuals who associates together for a common purpose, usually to the exclusion of others, and participates in criminal and anti-social activity.

Gang related crime is a great threat to the community; partly because of the gangster attitude. Assaults occur over turf, colors, hand signs, or retaliation against another gang. There is an attitude of unity and "you can't stop us," combined with a desire to "back up" an intimidation of victims and witnesses who may or may not be gang involved.

Often young people are initiated into a gang through a process called "jumping in" or "courting in." They are "jumped in" to the gang usually by being beaten by several other members of the set. Getting out of a gang is usually very difficult or impossible, depending on the gang. The initiation process will often include the requirement for the prospective member to commit a certain crime, such as an assault, theft, or drive-by shooting. Female members are not immune from this process. They could be beaten in or be required to have sex with several male members, or even be subjected to a "gang rape."

The motivation to become gang-involved is often a complex web of issues which is compounded by a number of factors, including, but not limited to, the following: a child's family history, home life/environment race and/or ethnicity, abuse/neglect history, learning and behavioral disabilities resulting in poor academic performance, poor self-esteem, inability to trust or feel safe, feeling of constant rejection in various social spheres, self-fulfilling prophecy of "being a loser" due to prior labeling, alcohol and other drug abuse, feeling a loss of control over one's life, desensitization to violence due to glamorization and increased violence through various forms of the media, glamorous lure of the gang lifestyle, lack of successful experiences in the mainstream, and feeling or perception that no other options exist for getting one's needs met. The combination of these and other factors can be as varied as the individual, but virtually all stem from a desire to fill unmet needs in the person's life.

("Gangs," Family Information Services, Minneapolis, MN, July, 1994, Fi-YD-38. Reprinted with permission.)

Family Issues -- Teenage Suicide

In the 15 to 19 year-old group, 2,245 youth died from suicide, now the third-leading cause of death among adolescents.
("Kids are Killing, Dying, Bleeding," August 10, 1992, Fortune Magazine, Copyright 1992, Time Inc. All rights reserved.)

The teenage suicide rate tripled from 4.0 per 100,000 in 1960 to 11.3 per 100,000 in 1988. Between 1980 and 1988 alone, the teen suicide rate increased more than 10%.
("American's Families: Conditions, Trends, Hopes, and Fears," Family Information Services, Minneapolis, MN, September, 1992, T&E-21. Reprinted with permission.)

The remaining information is from the following source: "The Cruelest Death: The Enigma of Adolescent Suicide, David Lester, 1993, Charles Press.)

In a 1989 study of junior high students, 36% had thought about suicide at some point in their lives, and 7% had actually attempted suicide. In a 1987 study of high school students, 53% had thought about suicide at some point in their lives, and 8% actually attempted suicide.

A history of suicidal preoccupation was more common in: girls; those from lower socioeconomic classes; those with more stressful life experiences; those who displayed less academic achievement; those with less supportive families; and those who showed evidence of antisocial behavior.

The time when students first thought about suicide increased sharply at age 11. Similarly, acts of attempted and completed suicide increase dramatically at puberty. This increase may be a result of hormonal level increase at puberty and an increase in stressful experiences during adolescence.

Women attempt suicide (but survive) more often than men do. Men kill themselves more often than women do. One reason there is this difference is that the methods that men choose are more lethal.

The most common questions asked when someone commits suicide is, "Why did he do it?" The most obvious answer is to look for signs of a precipitating stress. The problem with this kind of answer is that many people experience stressors, but only a very few kill themselves as a result. Nonetheless, both completed and attempted adult suicides show higher levels of recent stressful life experiences than nonsuicidal people. The same appears to be true for suicidal adolescents and young adults. Suicidal adolescents seem to have experienced more recent stress, particularly stress from their families. They are also more likely to have a family member who is depressed or suicidal, to have been a victim of violence or to have witnessed violence within the family, to have experienced the death of a sibling or friend, or to have their divorced parents remarry.

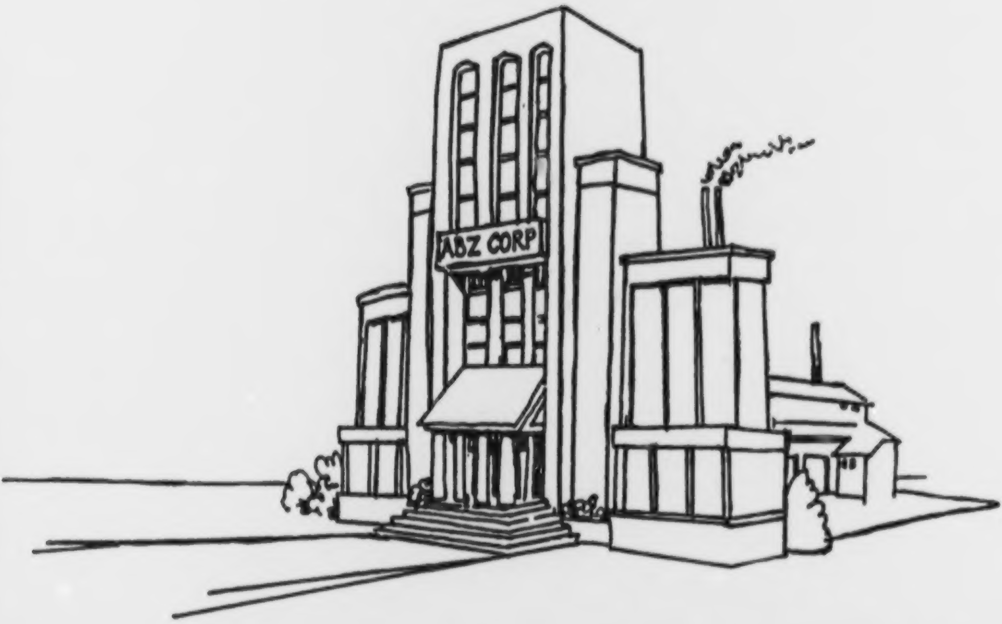
There are differences in what precipitates suicide and the types of recent stress between young and old suicides. Youth had experienced higher levels of recent stress, including the past week, than the older suicides. They had experienced less stress from illness but more stress from interpersonal loss and conflict. The younger suicides experienced more legal troubles, and they were more often unemployed and more likely to be drug users. For adolescent completed suicides, family and school were more often precipitants of their suicidal actions, in contrast to adults whose reasons were more often the result of stress from mental and physical illnesses.

40% of suicide completers left a note. Notes left by young people contain more anger, more self-blame and even malicious content than the suicide notes left by older people, which more frequently express the wish to die, the wish to escape from psychological and physical pain and suffering. Notes left by older people tend to give instructions and are often rather unemotional. The suicide notes left by young people more often blame others for their troubles, give evidence of more disturbed interpersonal relationships, less ability to adjust to difficulties, more ambivalence, the possible involvement of unconscious motives, and more identification with someone who has either rejected the note writer or who has been lost (through desertion or death).

A fair proportion of suicide attempters make repeated nonlethal attempts. It should not be thought that repeaters are less intent on suicide than non-repeaters, rather they have more suicidal intent. Young repeaters were less educated, more often unemployed and also had more difficulty at school. Their parents were more often alcohol abusers, hostile or indifferent to their children, as well as being more domineering. Repeaters were also more psychiatrically disturbed, less successful at school and truant more often, were more depressed and hostile, and had experienced more stressful life experiences.

In responding to a suicidal crisis, if the adolescent has made a suicide attempt, acute medical treatment must be sought, either through paramedics or at a hospital emergency room. Overdoses, poisons, and wounds must receive immediate medical attention. If the adolescent is threatening suicide or seems to have a high risk of making a suicidal attempt, then emergency psychiatric evaluation and treatment is necessary. Once the adolescent is no longer in a suicidal crisis, there is time to explore the sources of the problems, most often in therapy. If the adolescent is depressed, then the depression and its sources are treated. If the adolescent is angry, lacks social skills, and is failing academically, these are issues to be dealt with. If parents and siblings are part of the problem, family therapy can ease the stress for the adolescent.

Work and Family Issues in the Workplace



Work and Family Issues in the Workplace

Perennial Problem

What should be done about work and family decisions?

Practical Problem

What should be done to help students recognize the impact of career decisions on the individual and the family?

Learner Outcomes

The student will:

1. Analyze reasons why people work and how the work ethic impacts the individual and the family.
2. Recognize the importance of a skilled and productive labor force, as well as, the importance of skilled and caring parents providing adequate care to the children who are the workforce of the future.
3. Examine trends causing change in the workforce and the impact on the workplace and families.
4. Analyze workplace demands in regard to worker responsibilities to the workplace and the effects on the individual and family.
5. Recognize the importance of deliberately involving oneself in career planning and development strategies.
6. Develop and begin implementation of career goals.
7. Analyze and overcome career planning roadblocks.
8. Examine and practice career planning and development strategies.
9. Demonstrate understanding of the supports and benefits offered by employers and the impact on balancing work and family.

Supporting Concepts

Why do people work?

A. Reasons people work
B. Work ethic

The Ever-Changing Workplace

A. Baby boomers impact
B. Baby busters impact
C. Eight trends impacting the workforce
D. Workplace demands
E. Workplace issues

Career Development Strategies

A. Career choice questions
B. Achieving career goals
C. Career planning roadblocks
D. Career planning strategies
  1. Self-assessment
  2. Career exploration
  3. Targeting a primary career goal
  4. Career preparation
  5. Marketing yourself
  6. Career management and advancement
E. Career planning process checklist

Employer Supports and Benefits

A. Family as a business issue
B. Family stages
C. Dollar cost of benefits
D. Family and Medical Leave Act

Resources

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Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓ A. Read and comprehend a variety of resources.
✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
✓ C. Use mathematics and mathematical principles.
✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
✓ B. Write and orally communicate for:
    1. clear articulation,
    ✓ 2. analysis,
    3. conceptualization,
    4. synthesis, and
    ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

A. Apply problem-solving skills.
✓ B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓ A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Why do people work?

Background Information

Reasons People Work

Work has different meanings for different people. These meanings vary depending on motivation, individual needs or obligations, stage of life, and general attitude toward work. For many people, work is a valuable part of life. Work brings purpose to life. It not only provides something to do, but it also brings rewards.

Two basic kinds of work exist for families and individuals. One kind is the work that keeps the household going. Not all work results in pay. Many people work in the home and other places for no salary or as volunteers. The work a family does in the home is necessary to keep up with day-to-day living. Although people seldom get paid for household work, such work is worthy of value and appreciation.

The second kind of work that exists for individuals and families is the work that produces income. It is paid employment for a specific set of tasks. The work leads to the production of a specific set of goods and/or services.

There are three basic reasons or motivations for people to have income-producing jobs:

Economic need is the major reason most people work.

a. Survival needs -- food, clothing, housing, medical care
b. Short term goals -- needs and wants, recreation
c. Long term goals -- home, car, trips, college, education/training
d. To keep a family together during a crisis -- illness, divorce, unemployment, teen parenthood, drug or alcohol rehabilitation
e. Accumulate money -- investments, savings, retirement
f. Fringe benefits -- health care, life insurance

Social reasons for working involve the establishment of relationships.

a. Meet people, enjoy acquaintances, make friends, form adult relationships
b. Family social status: your job determines who you meet at work, where you live and where your children go to school. Your job determines the lifestyle of all the family members.
c. Individual social status: your job determines who you meet at work, both the co-workers and the clients or customers who come in to that place of business.
d. Stimulation children can get in daycare, develops independence in children.

Personal reasons often involve things that cause people to enjoy their work, such as satisfaction, recognition, increased self-esteem, and personal growth.

a. Self-esteem -- a sense of achievement because you provide a service or a product, recognition for your work
b. Sense of accomplishment -- a sense of pride when goals are achieved at work
c. Recognition -- other people notice what you have done and praise you for your accomplishments
d. Opportunities for personal growth -- can be creative in your work; may use skills that improve as you use them; may learn new skills you never tried before
e. Self-confidence -- knowing that you can learn new tasks and accomplish what you set out to do
f. Feelings of security -- secure in knowing you are capable, but also secure financially
g. Personal and family identity -- a sense of belonging; "I work for..., My mother/father is a ..."
h. Use skills, knowledge, education
i. Earning your own income gives a sense of personal power and independence
j. Leadership -- you can influence or direct others
k. Meet new challenges

People work to support their lifestyle and that involves economic, social, and personal motivations. Their lifestyle is the way they choose to live. The type of work they do also will affect their lifestyle. Lifestyle includes such aspects as: family relationships, friendships and social contacts, areas where you live, type of house and home furnishings, schools you attend, leisure activities, food you eat, and the car you drive.

The work people do affects their income, which will affect what they can purchase. Jobs also affect a person's status in the community and as a result, their friends and social life. The type of work also affects family time.

When asked to rank reasons for taking a job outside the home, working mothers consider the following to be either "extremely" or "very" important:

To provide for my family	82%	To feel good about myself	71%
For the paycheck	77%	Spend time outside home	31%
Save for kids' education	76%	For the prestige	26%

("The Confident Generation," first appeared in Working Mother in May, 1994. Written by Carin Rubenstein. Reprinted with permission of Working Mother. Copyright 1994.)

Whether or not you have a job, you are a worker. School is your main world of work. School life, all the extra-curricular activities surrounding it, and any volunteer work in the community make up your work. The responsibilities, the time commitment, the potential conflicts with personal and family life, and the importance of attitude are easily equated with employment.

Work Ethic

The motivation to work is affected by a person's attitude toward employment. Work ethic is the term used to explain an individual's or a family's attitude about work. Someone's work ethic or attitude toward work might say: "I value work, and I want to work hard to make my life or my family's life better."

The American work ethic suggests that all able-bodied people should work and that work should be a major part of a person's life. Efficiency and productivity are regarded as virtues, laziness and doing nothing are equated with weakness. A strong work ethic encourages individuals to arrive at work on time, be responsible, dependable and loyal to the business, and strive for success and doing the best job possible at a particular job. The work ethic operating in America includes rewards such as pay raises, fringe benefits, recognition, and promotions for such behavior.

Some people expand the work ethic to extreme levels while giving only minimal attention to other aspects of life, such as personal needs, family time, and leisure. These people are called workaholics. Workaholics have difficulty controlling their work level. Such excessive work is harmful physically and psychologically. A healthy approach to work includes a balance of a desire to work along with a realization that overwork is harmful.

In America there is a strong work ethic, but not all Americans follow it. Individuals and families develop their own work ethic by observing their environment. A person who has observed lazy work behavior, poor work habits, and little incentive to seek or keep employment is likely to develop a negative attitude toward work. On the other hand, people who have observed good work habits that have been rewarded will probably develop a positive work attitude.

Some points to consider that will help you develop a healthy work attitude:

- Observe people who are successful at their jobs.
- Consider the social, economic, and personal gains from your work.
- Realize the need for everyone to develop a work skill.
- Consider how work gives meaning to your life and social contacts and relationships.
- Contemplate the feelings of accomplishment when achieving on the job.
- Realize the benefits of work to society.

Teaching-Learning Interaction

Why people work

LC SS
BWF D
WPBS 4 6 13

1. Transparency: **Why Do People Work?** (D 15)
   Handout: **Reasons Why People Work** (D 16)

   Divide students into cooperative learning groups, show the transparency, and ask students, "Why do people work?" Students are to brainstorm ideas with one person in the group writing the ideas on small pieces of paper.

   After brainstorming, students are to group or categorize their ideas as to being an economic, social, or personal reason for working.

   Have the small groups share their lists under each category with the class. Write the ideas on the transparency/handout as the ideas are given. Students are writing the ideas on their handouts at the same time.

LC SS
BWF D
WPBS 4 13

2. Handout: **Reasons People Work -- Background Information** (D 7, 8)

   Students are to read through the background information and identify any reasons they might have overlooked in their brainstorming. Add to their notes if some were missed.

LC SS
BWF D
WPBS 4 13

3. Handout: **Why Do I Work?** (D 17)

   Tell students: "Not all people, young or old, work for the same reasons. Usually there are a variety of reasons why a person works."

   Ask students to identify the reason behind working for each of the examples given below:

   * Jared lives with his mother in a small house. His mother works fulltime but does not receive more than minimum wage for her work. Jared has a part-time job on weekends and two evenings a week. His mother does not have extra money beyond the basic expenses, so he gets no money from her.
   * Sarah likes to wear all of the latest styles of clothing. Her parents give her some money, but not enough to cover her expensive tastes. Sarah works weekends in her favorite clothing store at the mall.

- Christopher's grandmother recently moved into the nursing home in his hometown. He tried to go over to see her at least one evening a week and began to get to know many of the residents. Now he goes over every Thursday evening for several hours to help with the craft classes or to play board games with the residents.
- Marilyn's dad is working overtime hours quite often. He said that he hadn't had the chance to go to college but he wanted to make sure there was enough money available if his children wanted to go.
- Greg has met so many people since he started his part-time job. Several times they have gone to a movie together after they got off of work.
- Marcia volunteered to help care for the children when the grade school PTO parents had a special workshop on Saturday. She and five other FHA members planned activities and snacks for the children. The local newspaper carried a story of their volunteer efforts and the PTO sent notes of appreciation for their work.
- Lorene works part-time at a local store. She works the evening shift so that her husband is home to care for their children. She felt the need to get away from the children for short periods of time and felt "strung out" from being home all day.
- Jeff prepares the evening meal and does the clean up afterwards during the week. His parents both get home after work around 7:00 because of long hours or long commutes. He also does the grocery shopping on the way home from school.

Students are to complete the handout, **Why Do I Work**. They are to identify their jobs/ work (both paid and unpaid) and then indicate their reason for doing this work.

Discussion Questions:

- Why does a person's job affect so many areas of life?
- What might influence a person to choose a job/work that pays less in order to gain other benefits? (Values)

- * Which reasons for working do you find most motivating?
- * Do you think it is easier to do some jobs we don't particularly care about when we know the reasons behind doing them? Why or why not?

LC M SS
BWF A B C D E
WPBS 4 12 13

4. Students are to **develop a survey that lists reasons why people work.** Each student is to give the survey to a parent, to one other adult person, and one teen who has a part-time job. Compile the results, keeping teen survey results separated from the adult survey results. Compare and contrast findings.

   Discussion Questions:
   - * Did you expect differences in the results from the teen surveys vs. the adult surveys? Why or why not?
   - * If there are differences, what might be the reasons behind the differences?
   - * Which reasons had similar responses from both the adults and teens? What might be the reasons behind these similarities?
   - * How might the information gained from this survey be of use/helpfulness to an employer who is looking for ideas on how to motivate her employees?
   - * Is motivation to work and motivation on the job sometimes difficult because people work for many reasons?

Work ethic

LC SS
BWF A C D
WPBS 4 12 13

5. Ask students to **recall experiences and people in their lives that have influenced how they work.** The influence may be positive or negative. Students are to write a one-page essay describing the experience, people and the resulting influence on their attitude toward work.

LC
BWF D
WPBS 13

6. Handout: **Reflecting on Work** (D 18)

   Students are to complete the open-ended sentences on the handout. Discuss responses after completion.

LC SS
BWF A C D E
WPBS 13

7. Transparency: **Think-Pair-Share -- Work Ethic** (D 19)

   Show the transparency. Students are to define 'work ethic' and identify/discuss its impact on themselves, their families, others around them, and society.

LC SS
BWF A D
WPBS 4 13

8. Handout: **Work Ethic -- Background Information** (D 9)

Students are to read the background information and underline the three most important points that they would like to remember.

Discussion Questions:

- How does the work ethic affect you as an individual?
- How does the work ethic affect you in relationship to other workers around you?
- How does the work ethic affect family members of the person who is working?
- How does the work ethic of individuals affect society as a whole?
- What can a person do who wants to positively influence the work ethic of another?

Debriefing

Content: Why do the reasons for working differ from person to person?

What insights do you now have concerning reasons you work?

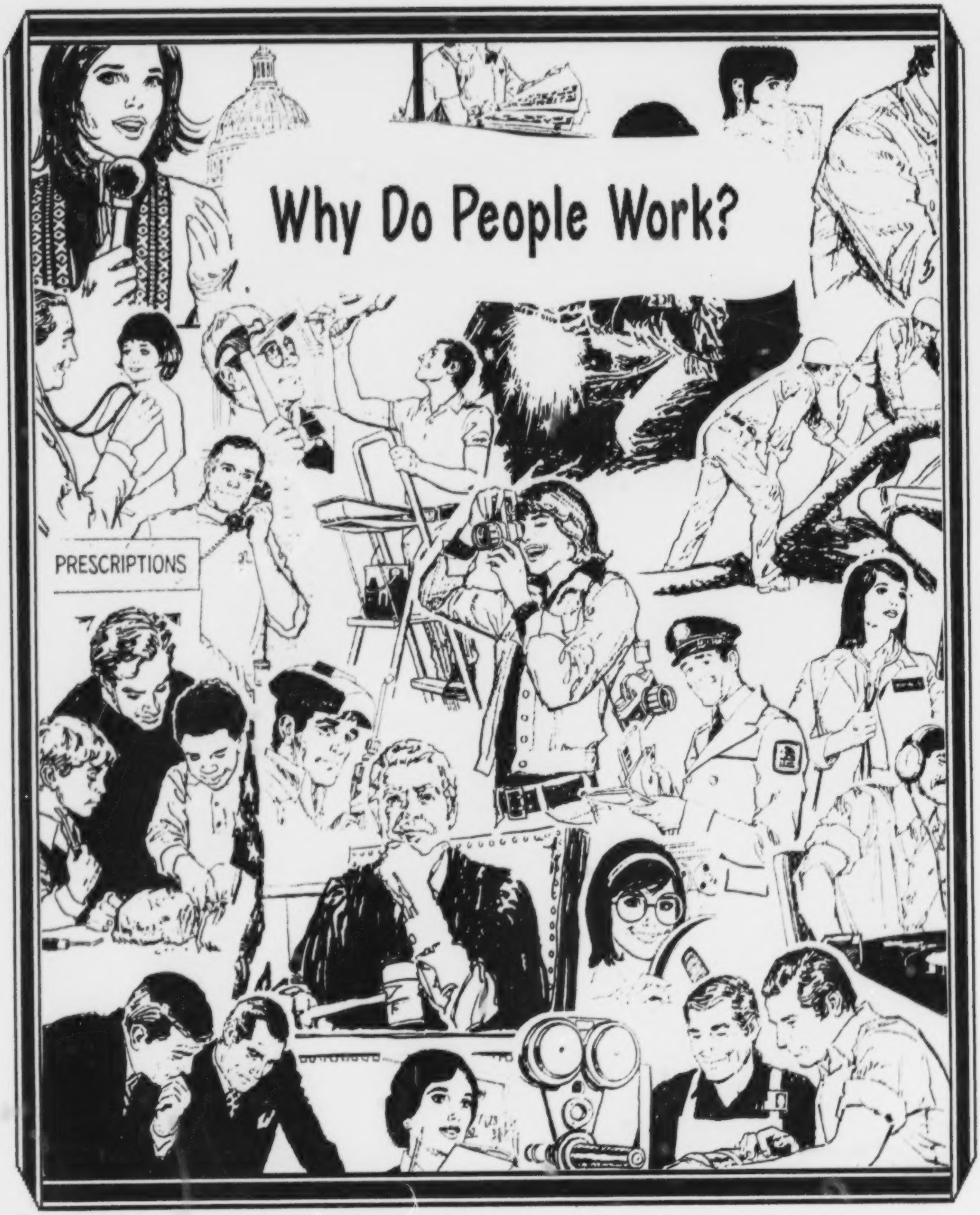
What differences are there in your/your family's work ethic and others/other families work ethic?

What insights do you now have concerning your own work ethic?

Process: Why was it beneficial to identify reasons why people work?

Why was it beneficial to compare reasons for teens to work with the reasons for adults to work?

Why was it helpful to identify and discuss the impact of people's work ethic on others and on society as a whole?


Why Do People Work?
PRESCRIPTIONS

Issues in the Workplace D 16
TLI # 1 / Handout

Reasons Why People Work

Economic

Social

Personal

Why Do I Work?

Directions: List the work/jobs you do. Include paid work, household work, and volunteer work. Check your reason for doing this work.

Work I Do -- paid, volunteer, or household	Economic	Social	Personal

Reflecting On Work

When I work at a part-time job I feel...

When I work at a household job I feel...

When I work at a volunteer job I feel...

The way I feel about my paid job is...

The way I feel about my unpaid jobs is...

The way I feel about my job influences...

The way I feel about my job is reflected at home by...

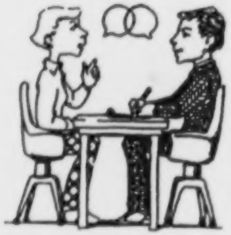
The way I feel about my job is reflected at work by...

The way I feel about my job is reflected in personal life by...

What conclusions do I draw from this reflection on my attitudes/feelings regarding work?

Think

Pair



Share

Work Ethic

What does 'work ethic' mean?

How does a person's work ethic affect me, my family, others around me, and society as a whole?

Issues in the Workplace D 19
TLI # 7 / Transparency

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

The Ever-Changing Workplace

Background Information

The Main Concerns

The United States economy needs the most skilled and productive workforce it can possibly find in order to remain competitive. That same workforce must reproduce itself and give adequate care to the children who are the workforce of the future.

The Family As a Business Issue

We are seeing a rapidly growing business and industry interest in work and family issues. There are four principal business reasons:

1. Workforce demographics are changing.
2. Employee perceptions are changing. Women and men in two-career and single-parent families are much better able to identify policies that will let them act responsibly toward their families and still satisfy their professional ambitions and responsibilities. Companies that don't act as partners in this process may lose talents to companies that rise to the challenge.
3. There is increasing evidence that inflexibility has an adverse effect on productivity.
4. Concern about America's children is growing fast.

Baby Boomers Impact

It is clear that the United States' economy is rapidly entering a new phase, one that has not arrived overnight but is, nevertheless, dramatically different from the past. The "baby boom" generation, representing nearly half the increase in the U.S. labor force between 1965 and 1975, had a significant effect -- and continues to effect -- the composition of the workplace and nearly every other aspect of American life.

As the baby boom generation now approaches middle age, the fruits of that era -- its technological advances, widening opportunities, and changing priorities -- have begun to manifest themselves in a number of important changes in the labor force. For example, where once the U.S. workforce was largely dominated by white men, today an increasing number of women and minorities of both sexes have entered the professions and upper management. Where once high school and college students competed for scarce part-time jobs, today there is a surge of "help wanted" signs and appeals to the recently retired. Where once reputable companies could have their pick of a large pool of outstanding potential employees, today, for the first time in more than 20 years, many employers are experiencing a genuine shortage of qualified applicants to match their job openings.

Baby Busters Impact

And now, a new generation of young adults between the ages of 18 and 30, known as baby busters, twentysomethings, and Generation X, are emerging. These women are more likely to have been raised by working mothers, and they are the best-educated generation of women in American history. Since 1986, more women than men have graduated from college and grad school, and their expectations for relationships, careers and themselves are very different from those of any women before them. This will exert a powerful influence on American businesses.

There are major gaps between baby buster and baby boomer women. While boomers had to fight for access to the working world, busters practically grew up with the idea of sexual equality. Busters want to have it all, and they fully expect companies to help. Many younger women view driven boomers who have made it to the top as role models to avoid, not emulate. Boomers broke down barriers and leveled the playing field for women, while the busters who follow aren't nearly as consumed by being defined by their work role. They are ambitious, but their ambition is more well-rounded. While busters expect to share household responsibilities, many do not question women's traditional role as chief caretaker. They assume that their husbands will be the primary breadwinner and that his income will allow them to move in and out of the workforce to take care of children as needed.

As with many other generations, generations are motivated by what they were deprived of when they were kids. For the busters, they were deprived of time with their parents. While boomer women saw their '50s moms as trapped in domestic drudgery, busters see themselves or their friends as victims of parental neglect because 40% were raised by divorced or separated parents. A 1993 study by Families and Work Institute found that 60% of workers under the age of 25 with children would make "a lot" of sacrifices in money and career advancement to devote more time to their families (versus 34% of young workers overall). Many busters say they are not choosing jobs strictly on the basis of whether they are exciting, high-profile or well-paying, but are considering whether these jobs will give them the flexibility they need to raise children. Both men and women busters see family life, not careers, as the way to fulfill themselves. Even those who are single don't want jobs that require excessive hours.

There are some gender differences. When 266 men and women professionals 25 to 35 years of age were asked in a Dunhill Personnel System survey what their top personal concern over the next three years was, men said being laid off (35%), followed by purchasing a home (27%). For women, it was getting married (50%). The gender differences may be due in part to new economic realities. Young men appear to have been hit harder by bad times than any other group. Real wages of college-educated men with less than five years of work experience dropped by 2% from 1979 to 1989, while their female counterparts' real wages grew by 11% (these women still earn less than men). As the young men compared themselves with their fathers, they felt they were lacking. As women compared themselves with their mothers, who they think worked too much, they are trying to plan their careers around children.

The busters are demanding flexibility. Many women don't expect to keep working their way up the corporate ladder forever, but hope to run their own companies or become consultants when it's time to start a family. Many hope to be able to work part-time, which is usually defined as about 30 hours a week for a few years. They recognize that well-paying, challenging part-time jobs are hard to find, and that their professional ambition and financial circumstances may lead them to full-time jobs. At the least, though, they are determined to work "sane hours" for accommodating employers. Interestingly, young women are discussing their long-term family needs with their managers in job interviews, something that was unheard-of five years ago.

Most boomer bosses are surprised that women in their 20s aren't as single-minded about their careers as they were. It follows that many executives say that busters are demanding and hard to manage. Boomer managers assume that the busters are like themselves and they're not. Interestingly, as boomers reach midlife, many are reassessing their own commitment to their jobs, and their attitudes are moving closer to those of busters.

Employers are beginning to respond to these changing viewpoints. A recent study by Hay/Huggins found that 41% of U.S. companies now offer flexible-hours policies, and that 11% have work-at-home programs. However, many executives question the expectation that these young women can move in and out of the work force or take part-time jobs without suffering career damage. Most young married women who plan to take time off to raise children argue that it won't cause long-term harm to their careers, just a temporary slowdown. A 1992 study by Rhodes College and Santa Clara University found that women who left the workforce, even for just six months, were still making less than their peers 20 years later. And in this tough economic climate, with corporate restructurings and layoffs rampant, even freelance professionals often find themselves forced to work longer hours than they would work if they were fulltime employees, and without security or benefits. They have high, and maybe unrealistic, expectations for themselves and their employers.

(Information on the baby buster generation was condensed from "Superwoman's Daughters," Working Woman, Pamela Kruger, May, 1994. Permission to use this article was granted by Working Woman.)

Issues in the Workplace D 26
TLI # 4 / Handout

Eight Trends Impacting an Already Changing Workforce

It is clear that between now and the end of the century, American businesses will need to prepare for the changes that are already taking place in our country. As they do, here are some of the factors they will have to confront:

Fact 1. The Number of Workers Will Fall
Businesses that historically have relied on a young workforce -- fast-food establishments as well as hotels, amusement parks, and other seasonal enterprises -- will need to change the way they recruit and hire. Many employers will find themselves in the unaccustomed position of scrambling for workers because there are a shrinking number of young job seekers in the age bracket of 16 to 24. The baby boom generation's low fertility rate has caused this current shortage. They chose to have fewer children or to have no children at all, partially because of tough economic times. Moreover, more women of the baby boom generation finished college and moved into careers, delaying marriage and children. Naturally, fewer marriages and a high divorce rate took its toll on the growth of new families as well. These social changes turned the "baby boom" into a "baby bust". From a high of 3.77 children per woman in 1957, U.S. fertility in 1972 had fallen below the replacement rate of 2.1. In the years since, the rate has averaged about 1.8.

Fact 2. The Average Age of Workers Will Rise
By the year 2000 the median age for employed Americans will rise to 39 years, up from 36 in 1987. An older workforce will affect the economy in both positive and negative ways. On the positive side, a more experienced, stable, reliable, and generally healthy workforce should increase stability and improve productivity in business and industry. The investment employers made ten to fifteen years ago in training these workers should provide dividends for many years to come. Moreover, with a large proportion of the population in its prime earning years, the strain on government support programs should ease and both employees and policymakers should have a better opportunity to plan ahead for the coming deluge of baby boomer retirements. Mature workers also are more likely to save or invest money than their younger counterparts. A huge increase in the number of workers over age 40 could spur the national savings rate, leading to lower real interest rates and more new investment.

On the negative side, an older workforce may be less willing to adapt to changes or take the kinds of risks necessary for rapid financial growth. Another potential problem is that many baby boom-aged workers will find themselves "stuck" at the middle manager level, competing with other members of their generation for scarce promotions. As technology reduces the need for mid-level employees, this group is bound to feel an even greater squeeze.

In addition, more older Americans probably will delay retirement by the year 2000, or even return to the labor force after their retirement. Medical advances and a more health-conscious society are making ages 65, 70, and beyond considerably younger in practical terms than they once were. Retirement-age workers have been increasingly in demand by businesses that once relied on the young. Fast-food restaurants, supermarkets, and day-care centers are now competing to hire these older adults.

Fact 3. More Women Will Be On the Job
In 1960, fewer than 40% of American women worked outside the home. But the situation has changed markedly over the last 30 years, with the gender balance expected to shift still further before the end of the century. Initially, social change during the late 1960s and early 1970s, coupled with genuine financial necessity, allowed women to gain a foothold in the business world, essentially redesigning their role to include paid employment as a norm rather than an exception. The percentage of workers who are women is projected to increase to 47.3% by the year 2000 (presently it is 45.0%). 73.6% of women ages 25 to 74 are now in the labor force. That percentage is expected to increase to 85% by the year 2000.

Despite the growing visibility in the workplace, however, women continue to be concentrated, in nearly the same proportion today as in the 1960s, in "traditionally female" occupations such as clerical work, elementary school teaching, nursing, and house-cleaning -- the jobs that still pay less than men's jobs. As a result, in 1992, the average, fulltime working woman still earned only 70 cents to every dollar earned by the average working man. Such aggregate differences in pay are gradually diminishing, as women increase their numbers in occupations until recently considered "traditionally male."

Fact 4. One-third of New Workers Will Be Minorities
By the year 2000, members of American minority groups -- especially blacks and Hispanics -- will be less of a minority in the workplace than ever before. Over the next several years, almost a third of all new entrants into the labor force will be minorities -- twice their current share. Both the black and Hispanic populations in this country have grown more rapidly -- both through immigration and high birth rates -- than has the black population.

Black women will comprise the largest share of the increase in the non-white labor force. By the year 2000, black women will outnumber black men in the workforce, a striking contrast to the pattern among whites, where men outnumber women. Young black women already have surpassed their male counterparts in higher education and occupations requiring advanced degrees.

Fact 5. There Will Be More Immigrants Than Any Time Since WWI
Recent immigrants, about a third more than entered the country during the 1960s, have come primarily from Latin America and Asia, the majority of them settling in California, Texas, and New York. Despite language and cultural differences, they are quickly finding their niche in American society, some as entrepreneurs, some as workers in family businesses, but nearly all those of working age as members of the labor force.

Today's immigrants represent a wide range of social and educational backgrounds. Some have very little education, while others hold college degrees. Regardless of background, most immigrants share a strong determination to better themselves, and it is not uncommon to see new immigrants holding down two or three low-paying jobs at once. Better trained and educated immigrants often find it discouragingly hard to find jobs that utilize their skills because of language barriers.

Fact 6. Most New Jobs Will Be In Services and Information
The U.S. is continuing its move into a predominantly service-oriented economy. Already, manufacturing comprises only a small share of the U.S. economy and all net new jobs will be in the service sector. Service industries, by definition, create economic value without producing a tangible product. And as factories become more mechanized and automated, a greater percentage of each product's value can be attributed to various services occurring both before and after the product is actually manufactured. Product research and design, market research, engineering, tooling, transportation, wholesaling, retailing, and advertising -- these functions can employ more people overall, and at higher wages, than the factories that produce the actual product.

Fact 7. The New Jobs Will Require Higher Skills
Whatever the occupation, technological innovation has already made it necessary for workers to constantly update and adapt their skills. In a sense, the American workplace is getting simpler, as technological improvements make it more streamlined and more productive. Computerized equipment allows manufacturing firms to produce a greater number of products with fewer employees. The same is true in offices, where managers learn to use computers and word processors, reducing the need for clerical help. Technology then eliminates many lower skilled jobs, and replaces them with jobs requiring more sophisticated skills and education. Companies thus find themselves requiring more highly skilled workers. Also contributing to this demand for more highly skilled workers is that today's companies are producing much higher quality products and services in order to compete with foreign manufacturers.

The 21st century labor force will not only need to adapt to new technologies, but to a new distribution of jobs as well. The vast majority of new jobs will be in service occupations, most requiring post-secondary education. For example, in the year 2000, the labor market will demand 71% more lawyers than in 1984. Jobs for scientists (natural, computer, or mathematical) will increase by 68%. Jobs in health diagnosis and treatment will increase 53%; 44% more jobs will be available for technicians; and 40% more will open for social scientists. Mining, agriculture, forestry and fisheries, and manufacturing occupations all will lose jobs before the end of the century. It is easy to see why more than half of all new jobs created over the next 20 years will require education beyond high school, and that almost a third will be filled by college graduates.

While most new jobs -- especially those in the fastest growing categories -- will demand much higher language, math and reasoning skills than many current jobs, the opposite is true for slower-than-average-growth job categories. This means that the lowest-skilled workers will be eligible for only about four percent of all new jobs, compared with nine percent of all jobs today. There will still be a number of jobs created in the services field for medium- to low-skilled workers: cooks, nursing aides, waiters, janitors, secretaries, clerks, and cashiers, to name a few. But even lower-skill occupations will require workers who can read and understand written instructions, add and subtract, and express themselves clearly.

Fact 8. The Challenge for Business Will Be Immense

Given the developing worker shortage, what must successful companies do to ensure they have the workers they need to produce their products, to provide their services, and generally conduct business? More than ever before, the competitive edge in hiring will depend upon how well companies attract and keep good workers. Organizations will have to look beyond their traditional sources of personnel, often young, white males, and work to attract minorities and women, and other members of the new workforce.

For example, women of the baby-boom generation, who are likely to become some of a firm's most experienced, well-trained, and stable employees, are increasingly drawn to companies that accommodate them in their dual role as workers and mothers. Although more than half of all working mothers are employed fulltime, a recent Gallup poll found that only 13% of these women want to work fulltime and regular hours. Six of ten working mothers would prefer part-time employment, flexible hours, or stay-at-home jobs, and 16% would prefer not to work at all. Employers that understand and act on these needs will have an advantage among potential female employees. Innovations like flexible hours, use of sick leave to care for children, more part-time work, parental leave for both mothers and fathers, and other innovations are not necessarily inexpensive, but they may be ultimately necessary changes in the structure of work that will accommodate the combination of work and family.

Not only will employers need to find ways to keep well-qualified women on their payroll, they also face the challenge of helping others to become more qualified to perform well. With fewer potential workers to choose from, companies will have an expanded, and more expensive, role to play in developing their own workforces. The number of disadvantaged minorities and immigrants who will join the labor force between now and the year 2000 is growing rapidly, and unless educational and cultural gaps can be closed, many of these new workers will be ill-equipped to meet the advancing skill requirements of the new economy.

Source: "The American Labor Market's Emerging Challenge," Opportunity 2000, Hudson Institute, Employment Standards Administration U.S. Department of Labor, September, 1988.

Workplace Issues

Business groups are at the forefront in pressing for education reform for obviously good reasons. They bear a direct and substantial cost from the decline in performance of public schools in terms of decreased productivity that accompanies a less well-educated workforce and, in many cases, the need to provide remedial education in-house. It is perhaps a sad commentary on the state of the schools that a lot of basic literacy and numeracy education today goes on inside businesses, rather than the schools.

Their demand for educated labor has grown over time as the role of traditional blue-collar jobs has declined. This massive push toward employing more knowledgeable workers occurred precisely when public education performance was declining.

("What's Behind the Decline of Public Schools?" USA Today, Sam Peltzman, March, 1994.)

What do kids know about the world of work, that mysterious adult realm hidden behind the concrete walls of factories and the reflective windows of office towers? Not much, and not nearly enough to inspire them to try harder in school. One reason for the nation's 29% high school dropout rate is that young people don't see a clear connection between what they're supposed to learn in class and what they'll need to succeed in a career. Why should a kid struggle through math if he doesn't have a clue as to how he'll use it?

But kids are tomorrow's labor force or tomorrow's social problems. Either way, it is in business's best interest to give the next generation a look at what work is all about. To this end, corporate volunteers are heading into classrooms to talk about their jobs and mentor promising -- or even not-so-promising students.

("Why Kids Should Learn About Work," Fortune, Alan Deutschman, August 10, 1992.)

Kids across the socioeconomic spectrum are not learning the qualities they'll need in the workplace: patience, perseverance, and a positive attitude. Aside from their teachers, the only working adults that children really get to know are their parents. But in some underclass families, no one works, and in certain neighborhoods some of the most visible adults are not engaged in legal occupations.

Even children of middle-class families are absorbing less and less about their parents' working lives. When exhausted dual-career couples get home late at night, they don't convene the family at the dinner table to tell stories of their day at the office. They go to sleep. As a result, when the Committee for Economic Development surveyed 408 employers last year, 78% faulted recent high school graduates for lacking "a real sense of dedication to work" or "a real discipline in their work habits."

("Why Kids Should Learn About Work," Fortune, Alan Deutschman, August 10, 1992.)

A study to determine the prevalence of female executives with children found that 25% of "successful female executives" were married and had children. By comparison, 95% of male executives were married and had children. Half of the women were single (never married or divorced). The "costs" of child care to women in the work force far exceed the direct costs of purchasing or providing the care.

A study of 93 male chief executives in the financial services industry found 46% perceive children as a negative factor for a woman's career advancement. Only 13% of the CEOs saw children as negatively affecting men's careers.

("Work and Family Today: 100 Key Statistics," Bureau of National Affairs, September, 1989.)

Corporate America's stake in children couldn't be clearer: The well-being of kids is a competitiveness issue. Business knows well how important education is. If current trends continue, more than 20% of today's sixth-graders will quit before graduating from high school. The Committee for Economic Development (CED), a business-backed research group, estimates that each year's dropouts will earn, in aggregate, $237 billion less (measured in 1990 dollars) over the course of their working lives than those who receive a diploma.

That reduced spending power will slow economic growth, lower living standards, and further widen the gap between the haves and the have-nots. As the tax base shrinks, governments will be forced to lift spending for welfare, prisons, and the other adversities of a growing young adult population ill-equipped to lead productive lives. By our continued neglect, a 1991 CED report warns, "we are jeopardizing America's survival as a free and prosperous society."

Fixing schools alone won't solve the problem. ...out of all the hours children are alive from birth to age 18, only 9% of them are spent in school. Says William S. Woodside, chairman of Sky Chefs Inc., who headed the National Commission on Children's corporate advisory board: "Nothing business hopes to achieve in the areas of school reform and building a better-skilled work force will happen unless it starts paying attention to early childhood development."

Employers are rapidly stepping up their commitments to helping young children by easing the burdens of working parents. From 1986 to 1989, the number of companies offering child care assistance programs to employees more than doubled, to 5,400. Of course, those efforts can't reduce all the stress on dual-career families.

("Struggling to Save Our Kids," Fortune, Louis Richman, August 10, 1992.)

Job applicants who have successfully interviewed their way into favor with an organization should prepare themselves for one last hurdle before securing employment: a drug test. A recent American Management Association survey reveals that more than one-third of all new hires in 1994 will undergo a drug test -- with employment offer usually contingent on the outcome.

The AMA study reports that a record 87% of major U.S. firms now test employees and job applicants for drug use. While the number of companies using drug tests is high, only 29% conduct them randomly or universally, with 53% of these doing so under government mandate. Most testing (84%) occurs "for cause," meaning there was reasonable suspicion of drug use and/or testing was done after accidents.

Overall, the percentage of employees tested who tested positive in 1993 was 2.5% -- unchanged from the 1992 figure. The test-positive ratio was a bit higher for job applicants -- 4.3%. In cases where an employee tested positive, 17% of respondent firms reported immediately dismissing the employee; 14% dismissed as a "last resort"; 50% referred employees to counseling and treatment; 18% enforced a suspension, probation or other disciplinary action; and 3% reassigned test-positives to other duties. However, when job applicants tested positive, 95% of the companies flatly refused to hire them.

As Mark A. deBernardo, executive director of the Institute for a Drug-Free Workplace, commented in the report, "The business community as a whole has enthusiastically embraced drug-testing programs because drug testing can literally save companies hundreds of thousands of dollars in reduced absenteeism, turnover, accidents, workers' compensation claims, and health care costs."

("An '80s Trend Continues," EEO BiMonthly, May/June, 1994.)

Back in 1991, Congress created the 21-member Glass Ceiling Commission to explore why women and minorities have so much trouble making it to the top jobs in American business and to recommend ways to shatter the barriers that hold these groups back. At last count, women made up about 45% of the work force, but held only about 12% of the highest-level jobs.
When the term "glass ceiling" was first coined back in the mid-1980s, it was only meant to describe the predicament of executive women, white women primarily. But Secretary of Labor Reich and I believe that the ceiling for women starts much lower than previously thought. There are barriers at every level for women who want to advance. There is a glass ceiling for the woman on a factory floor who wants to be a section manager. And a barrier for the woman section manager who wants to be department manager.
We have coined our own term, what we call the "mud floor." We see that too many women have their feet stuck in the mud of low-paying, entry-level jobs with little hope of advancing.

(Question) In the past, you've said that mothers may have trouble advancing because of their family responsibilities. Do you believe that all companies should offer family-friendly benefits to help mothers move ahead faster?
(Answer) Yes, and to men as well as women. But it's not that simple. We are concerned about reports from some researchers that workers may be penalized if they use such benefits. We've heard that parents are afraid to use leave time, for example, because they may not be taken as seriously on the job if they do. They say they can't advance as quickly or count on getting pay increases.

(Question) Do you have a sense of which problems are most difficult for women?
(Answer) I think one of the most important barriers is attitudes, just the regular sexist attitudes that exist in our society. There is the idea -- particularly among older men -- that women need to be protected, that women aren't as strong and don't have the stamina men do, that women can't be as productive as men or make the hard decisions that men can make. So there is reluctance to put women in executive jobs.
Another problem, of course, is that sexist attitudes also saddle women with what I call the "burden of responsibility" -- they are still the ones in charge of child care and the household. That makes it harder to be as productive at work. I want to be clear about this: I'm not saying women should have this burden of child care and the home. I'm just saying that's the way our society is organized right now. And to be productive -- whether it's the mother or the father with this burden -- a person often needs things like child care and flextime to compete effectively in today's workplace.
("The Push For Pay and Promotion," Working Mother, Joyce Miller, May, 1994.)

In this century, women have fought for and won laws that hold the promise of significantly improving our economic conditions: Employers are banned from firing us when we are pregnant and are required to pay us the same as men when we do the same work. Sexual harassment is finally taken seriously. Women are supposed to advance as quickly as men. Unfortunately, we have not yet succeeded in making such legislative guarantees a reality for many working women. Pregnancy discrimination complaints rose to 3,543 last year, the highest number in six years. Complaints about sexual harassment are at an all-time high.
("The Challenges Ahead," Working Mother, Karen Nussbaum, May, 1994.)

Its about time to "give the glass ceiling a decent burial." Or so suggested a recent opinion piece in the Sunday New York Times business section. ...Their reasoning: "Women have clearly emerged in the business world, rendering obsolete this metaphor for limits on their progress." "Glass ceiling" has become a cliche'. Like many a worn phrase, though, it's not only overused but, unfortunately, still true.

The (New York Times) piece stated that, "according to the Department of Labor statistics for 1991, women represented about 41% of all managers -- a striking increase of 55% since 1978."

But how does the BLS define "manager"? BLS economist Tom Nardone explains ..."'Manager' includes such positions as funeral directors, accountants, office managers, buyers for department stores, and a lot of people in the hotel, lodging and food-service industries." Not necessarily terrible jobs --just not what the Times piece implies.

In it (1993 Wisconsin study done by Carol Skornicka, the Wisconsin secretary of industry), Skornicka gets past the spongy title, "manager," to something a little more precise: executive.

The study goes on to divide managers into four levels: executives, upper management, middle management and supervisors. Not surprisingly, in the 887 businesses that responded to the survey, women account for only 18% of the executives; most are concentrated at the two lowest levels. Other studies cited in the Wisconsin report show that women managers' salaries are lower than men's. Ultimately, of course, the distinction between "lower-level" and "upper-level" managers comes down to a person's paycheck.

So, to get a handle on what it means to say that "41% of all managers" are women, we asked the BLS about the salaries of these women and discovered that, nationwide, fully 40% earn less than $500 a week, or $26,000 a year. Meanwhile, less than 10% of women managers gross $52,000 to $78,000 -- a salary that one might associate with middle to upper management in many parts of the country. And only a handful (3%) make it to the highest level, grossing $78,000 or more. That's not to say there aren't men who are called managers earning low salaries, but there are many more men at the higher-earning levels: they outnumber women 3.4 to 1 in the $52,000 to $78,000 mark.

("More Women Are Calling the Shots, But They're Still Making Less Than the Guys," Working Woman, June, 1994.)

If you feel you work as hard -- and as well -- as the guy next door but he gets all the promotions, you may be right. Two new studies show that women's chances of getting ahead are slimmer than their male peers' simply because they don't get as many opportunities to prove their mettle.

The first study, conducted by Stroock and Stroock and Lavan, a prestigious national labor and employment law firm, shows that the review process works against women when it comes to the informal measures of achievement vital to upper-echelon promotions. To pin down the subjective quotient of a typical review, the law firm surveyed 4,000 senior executives across the country; the researchers found that the combined force of such intangible factors as personality, networking ability, loyalty, integrity and political skill was more persuasive than actual assignment performance or intelligence. Louis Ginsberg says women are likely to have an even tougher time making a personal connection with male superiors these days because of fears of sexual-harassment accusations; it's safer for a partner to ask a male associate to stay into the wee hours to finish a project. And the person who pulls an all-nighter to please a client is the one who gets high loyalty ratings come review time. ...Female executives don't even get a shot at the plum assignments that would set them up for bigger jobs. In a misguided attempt to protect women from possible defeat, managers don't give them the same developmental challenges they give men. As a result, women lose out when promotion time comes.

("Why Getting Ahead Is (Still) Tougher for Women," Working Woman, July, 1994.)

Data show that women earned half of all bachelor's and master's degrees awarded since 1981. And during the 1980s, women's share of many professional degrees rose as well: They now earn a third of all medical degrees and nearly half of all law degrees.
A recent Census Bureau survey shows just how education has lifted many mothers in the workplace. Among men and women with various levels of education, college-educated women were the only group whose incomes rose in the 1980s. Female college graduates have actually maintained steady earning power since the 1970s, even as other groups lost ground. There is also a positive association between the benefits employees receive on the job -- like maternity leave, training programs and profit sharing -- and levels of education. Again, college graduates win out. They are apt to receive training that will help them advance on the job. Not only that, but they are also likely to be offered benefit plans. And access to those benefits often has a lifelong impact.

One barrier women continue to face is the earnings gap: A woman earns 71 cents for every dollar a man earns. That disparity conveys a negative message about the value we place on the work women perform. The wage gap also creates a terrible burden for mothers who are single parents: They often earn less than their male co-workers, yet because of their child care responsibilities often cannot afford the time or money it takes to get the education that could improve their wages.
("Working Mother Impact," Working Mother, Robert Reich, May, 1994.)

A general lack of respect translates into real pocketbook issues. Jobs that are traditionally held by women -- such as teaching, nursing and child care -- are generally undervalued. And even when women do the same work as men, they know that their paychecks are often smaller. This is a critical issue for working mothers -- many of whom are the sole support of their families. About 80% of women workers still earn less than $25,000 a year. Only 400,000 women workers in the U.S. -- out of 58 million -- earn more than $75,000 a year. Nearly eight times as many men now make that much money each year, even though women now make up almost half of the nation's work force.

There is a striking new trend in the workplace, and women are the shock absorbers of this change. Over the last decade, companies have created a secondary work force, often called "contingent" workers -- that is, those who are part-time, temporary and "leased." These people are called up as needed and quickly dismissed when business falls off. Recent data show that compared with full-time employees, most contingent workers have lower wages, fewer benefits, a shakier economic future and significantly less access to basic labor protections. The data also reveal that most of this increasingly marginalized work force is female. Two-thirds of all part-time workers and three-fifths of temporary ones are women. There are a few notable exceptions to this trend. A handful of large corporations have, for example, upgraded some of their part-time options -- offering full benefits to workers who choose to scale back their hours to meet family needs. Several law and accounting firms have begun to allow parents to work part-time and remain on the partner track.
("The Challenges Ahead," Working Mother, Karen Nussbaum, May, 1994.)

Corporate giants may still get most of the press coverage, but small businesses are the unsung heroes of employment growth, generating a disproportionate share of the new jobs created during the past decade. According to the Small Business Administration, small businesses provide two out of three new workers with their first jobs.

On college campuses, the thought of working for a small employer -- or trying something entrepreneurial -- is coming into vogue... Although the career risks aren't any higher (starting own business) than working for someone else, an entrepreneur "ends up working much harder and putting in many more hours," Lawrence (William Lawrence, director of the Center for Innovation and Entrepreneurship at Pace University) says. Two requirements are mandatory: health and patience. "If you don't have really good health, you can't do it. If you want everything to happen tomorrow, it just doesn't work that way."

("The New Job Market," *Managing Your Career*, Vasil J. Pappas, Spring, 1990.)

Twenty years ago, foreign competition meant Volkswagen Beetles and Sony transistor radios... Today, two percent of the U.S. workforce is employed by a foreign-owned company, and the Department of Commerce says one in four jobs is related to foreign trade -- so at least a quarter of all jobs are directly related to international business, says Arpan (Jeffrey Arpan, professor of international business at the University of South Carolina). "Everyone's life and livelihood is affected by international developments. The quality, quantity and variety of goods available in the U.S. is heavily influenced by international trade, and so are interest rates."

Even if your employer isn't mounting an export offensive for overseas markets, he (Boris Yavitz, professor, Columbia University) says, it needs to be attuned to competitive threats in its domestic markets. "It's absolutely essential to understand the forces behind international competition and the impact they will have on companies in terms of warding off threats or taking advantage of opportunities to develop and reasonably protect a market niche in the global market," he says. "People who don't have that understanding and exposure will be in very serious trouble, and so will the people who work for them."

Additionally, he sees two technological developments -- the personal computer and the facsimile machine -- as tools that have had the most radical impact on how the world is changing. "You have to be flexible enough to get information from Pakistan or Brazil as fast and accurately as information from down the hall," he says.

("The New Job Market," *Managing Your Career*, Vasil J. Pappas, Spring, 1990.)

...downsizing, mergers and restructuring describe the transformation of America's largest corporations that has resulted in millions of job losses. Jennings (Eugene Jennings, Michigan State management professor) doesn't see a return to a more stable era, either. "Forget about the days when you could work hard, get brownie points and expect upward mobility in a predictable job environment. It's not predictable and it could be that way for some time."

Large organizations are collapsing the number of managerial layers... cutting back on what have been traditionally staff functions, from the design shop to the company cafeteria. Given these changes, expecting to move up the ladder no longer makes sense. For people who stay with their organizations, he predicts a lot more "teamwork and surrogate activities as substitutes" for promotion.

Additionally, the notion of lifetime tenure with one company, a formerly common belief in top corporations, is gone. Instead, new graduates can expect multiple careers and multiple employers, which is a radical change from their parents' experience.

("The New Job Market," *Managing Your Career*, Vasil J. Pappas, Spring, 1990.)

A preponderance of the workforce is made up of dual-career couples. The rise of working women is a mixed blessing. On the positive side, two income households means that young professionals can expect to exercise an unprecedented degree of flexibility. "No matter how benign the company in old days, if you were the sole breadwinner with a family and a mortgage, you were under the thumb of the employer," says Coates. "Now, with two incomes, you are more independent."

On the negative side, the boundaries between career and personal life are blurring. More than half of all mothers have jobs, and child-care responsibilities tend to fall disproportionately on them. It's what Berkeley sociologist Arlie Hochschild calls "the second shift."

Dual careers provide more economic freedom and more lifestyle options, but less time to enjoy them, says Karen Merson, Catalyst, a New York City-based research and advisory organization that deals with issues of women's mobility in the workforce. "Saturday is no longer a vacation day, but a workday to catch up on all the errands you couldn't run during the week," she says.

There are constant tradeoffs -- and it's usually the marriage that gets shortchanged. "If you have kids, you think of the kids before the marriage. Trying to go out to dinner with your spouse has to be fit in between work and child-care responsibilities. As a result, management skills are needed at home as well. Compromise is essential if couples are to balance career and home-life demands.

("The New Job Market," Managing Your Career. Vasil J. Pappas, Spring, 1990.)

To ensure equal treatment in the workplace of professional women who have children, there must be an explosion of two persistent myths: that these women have a poor work ethic -- that they are, therefore, undesirable hires, lowering productivity and profits; and that as long as mothers work, they are harming their children's opportunities for educational and, therefore, future professional success. These two beliefs taken together to their "logical" conclusion say that working mothers are a significant cause of economic difficulties in the United States.

("Don't Put "Mom" On Your Resume," Parents, Margaret Daiss, July, 1994.)

The trauma of losing a job through lay-offs or bumping can cause a range of reactions. In the American culture much of our sense of self is connected with our career and work role. It is truly a loss of our identity and self-worth when our job has been terminated. When this happens, we are likely to experience a number of emotional reactions. The process a person goes through with the loss of a job is much like the stages of grief when a loved one dies. Everyone in the person's environment is affected.

During the first stage, poor concentration, forgetfulness, hopelessness, confusion, insecurity, and sadness are all typical feelings. In the second stage, anger, bitterness, resentment, and blaming oneself or the employer for the loss of the job are typical reactions. These feelings may also be directed toward loved ones, such as family members, or service providers who are trying to be helpful. The third and final stage, acceptance, is when the person begins to come to terms with negative feelings and can start focusing energy on taking constructive steps toward changing his/her circumstances. This may consist of finding employment, exploring career options, and taking better care of oneself through dieting, exercising, relaxing, and being with friends. In order to reach the third stage, a person may need personal counseling.

("Emotional Trauma of Job Loss," Employee Assistance Quarterly, Shirley Middlebrook and Edward Clarke, July, 1991.)

While the workplace has never been the exclusive domain of white, native-born men, the office population is more diverse than ever before. Demographic trends and corporate efforts to recruit more women and minorities have combined to alter racial and gender balance. The Bureau of Labor Statistics predicts that in the next decade the white male workplace population will grow only at 9%, compared to increases of 22% for white women, 29% for blacks, 71% for Asians and 74% for Hispanics.

But diversity isn't defined only by race, gender or national origin, says Thomas (president of the American Institute for Managing Diversity). "In the past, most managers have been able to assume their subordinates were like them," he says. Now, race, gender, lifestyle, work-function and geographic origin are just a few of the "diversity dimensions" a manager has to deal with. For example, lifestyle differences are a major issue at one of Thomas's client companies, where a communication gap exists between the senior and junior white male managers.

("The New Job Market," *Managing Your Career*, Vasil J. Pappas, Spring, 1990.)

The hierarchical ladder is out; spider webs are in. Stepping on others as you claw your way up to the lonely top is passe'. The new "top" is the middle, the center from which employee interrelationships are built. The shape of the new negotiating table is round. The team is the new star and empowerment is the name of the game.

But teams have taken on new meaning lately. The model for the old style was football. As Sally Helgesen says in her book, *The Female Advantage*, "Football was assumed to parallel business in a number of specific ways: its organizational structure, its tenacious focus on objective, its obsession with blocking the competition, its emphasis on deployment of efficient units, and its need for team players who do what they're told and do not question the coach."

But men on the move are learning to play what for most of them are new games. Our (women's) games. For the most part, our childhood games -- jump rope, hopscotch, hospital, house, dolls -- emphasized cooperation and role playing. Our games were flexible and fluid. We improvised as we went along, the process being more important than the goal.

With today's business environment becoming increasingly complex, it's becoming harder to predict what's coming next. Hence, fluidity, flexibility, and the ability to improvise on the spot are becoming increasingly important.

What makes the new corporation better is the balance between the male and female perspectives.

("The Feminization of Corporate America," *Women As Managers*, Sally Helgesen, Vol. 93, No. 1, 1993.)

Job stress has taken on new meaning in the 1990s. So has work. Across America people are complaining about job demands. Long hours and overtime are the norm. And overworked employees say their bosses are demanding more. In this era of downsizing, where companies demand more from fewer workers, no one dares complain. Survivors of job cuts grow tense after watching colleagues depart for unemployment lines. Few can afford to join them. Many of these workers complain bitterly about how little time their jobs leave for families, friends or even themselves.

Management structure and corporate philosophy must change or the remaining talent will quit to take lower-paying jobs with less stress and more rewards. Also, while the work produced by the remaining employees may be good, it takes longer to do and isn't their best when producing under stress. When it becomes an impossible situation, it becomes burnout for the employees and inherently unprofitable for the organization. There needs to be a mental shift...the boss is a resource to build and develop a team so the teams can manage themselves. That means creating a partnership between boss and employees that lets them get the work done in the most efficient and most effective way.

("Pressure of Modern Workplace Can Wear Down Employees," *The Kansas City Star*, Laura Cianci, February 6, 1994.)

Are you a workaholic or a peak performer? One realizes accomplishment, and the other frustration. Workaholics are the types most likely to see a disintegration of their families. They are also the ones most apt to feel unfulfilled by their work. Research has shown that they often work extremely long hours in a quest for self-confidence. But you may have thought up to now that workaholics and peak performers were equally productive. They both worked enough hours to get results, right? Workaholics are motivated by avoiding failure. They work harder to keep from losing than they do to win. Peak performers are the types most likely to work out of personal commitment and a "like" for what they do, but not love. This passion they save for the important people in their lives. Workaholics move up the ladder quickly but have trouble staying at the top. They work long hours like peak performers, but don't seem to have a sense of personal priorities. They often micro manage things and seem impressed by the materialistic results of their efforts. They are impressed by status and the prestige of what they do and where they are going. Because of this they may walk on people to get there. Peak performers enjoy their work and find it rewarding and stimulating. Workaholics seem married to their careers. They find their jobs addictive yet crippling. Unfortunately they seem driven for self-destruction. Peak performers regularly take breaks and vacations recognizing that time away from a job is like getting a good night's rest. They could work all night but they would be less productive the next day.
("Workaholic or Peak Performer," The Winning Edge, Kerry Johnson, 1992.)

Sexual harassment includes:

a. Unwelcome sexual advances.
b. Requests for sexual favors. (This includes harassment between members of the same sex.)
c. Other verbal or physical conduct of a sexual nature if:
    1. The person's employment depends on submission.
    2. Acceptance or rejection of the demands affects any employment decision concerning the harassed person.
    3. The conduct unreasonably interferes with the person's work performance or creates an intimidating, hostile, or offensive work environment.

The employer is responsible for sexual harassment by its supervisory employees, whether or not the specific acts complained of are authorized or even forbidden by the employer, and whether or not the employer knew or should have known of their occurrence.

The employer is responsible for acts of sexual harassment by a non-supervisory employee against another, if the employer knew or should have known of the conduct and made no corrective efforts. Liability can be avoided only if the employer can prove that immediate and appropriate action was taken.

The employer is responsible for sexual harassment by non-employees if the employer knew or should have known of the conduct and took no corrective action.

An employer should take all steps necessary to prevent sexual harassment from occurring.

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.
("Sexual Harassment," Kansas Commission on Human Rights, Topeka, KS.)

You've heard it all before:

The employee needs the day off to stay home with a sick child.

The employee needs the morning off to attend a child's school play.

The employee needs to leave at 5 p.m. on the dot to make it home in time to relieve the baby sitter.

And finally, the employee wants to work part-time for a few years while the children are young so they do not spend so much time in the care of a substitute parent.

Yes, you've heard it all before. The only difference is, the employee is a man.

With only 3.7% of American families today made up of a working father and a stay-at-home mother, and more than half of all women with children younger than six in the workforce, the scenario is more likely to be: Both Mom and Dad rushing home to get dinner on the table, "quality time" worked in, and bath and bedtime for the kids, before Mom and Dad collapse, exhausted from another day of trying to make it through work and family demands.

So where has all this left Dad? Expected by his employer to be super-employee and expected by Mom to be superdad, it is no wonder that fathers in the 1980s -- like their female counterparts -- were feeling torn in both directions, and stressed in the middle.

But unlike the working mother, who stirs up sympathetic images of a woman trying to be all things to all people in her life, the working father evokes no such sympathetic images. People expect a father to work, and now more and more people expect the father to be intimately involved in his children's lives. Perhaps more significantly, the father himself now often wants to be more involved with his children and is not willing to give that up for the sake of his work.

There is no men's movement, or father's movement, comparable to the women's movement, but that doesn't mean nothing is happening. A smattering of fatherhood seminars, a small increase in the numbers of men taking parental leave, and a lot of talk are indications that many men are beginning to question their traditional working role. Also, companies are beginning to examine the issue of accommodating fathers. There's been a tremendous amount of awareness around working parents, but the awareness by and large has not translated into practice yet.

Fathers are becoming more involved with their children, and there are expectations for them to continue this involvement in a stronger way than their fathers had, and that sets up conflicts for the father as he moves through his career.

("The 1990s Father: Balancing Work and Family Concerns," Bureau of National Affairs, June, 1989.)

Men are not immune to the problems associated with combining work and family life. For a long time, women thought women had to be the solution to work and family issues. But now there is much more balancing and sharing between men and women of family responsibilities. Many men don't want to work overtime, they don't want to relocate, and they don't want their performance measured in terms of hours put in on the job.

Men and women are sharing the time they're staying home with sick children. More men are taking their children to the doctor, and more are handling the transportation to and from day care centers. But, when child care arrangements break down, it still is the woman who misses work more often than the man. Men as well as women want to be able to work at home and have flexible hours, although men don't seem as interested in part-time work as women do. Then again, men, especially those in top positions, probably have always had more flexibility in their jobs than the female who has less job security.

Very few men use parental leave. Instead, men usually take off a day or two upon the birth of a child and call the time vacation, personal leave,

or sick leave. There are several reasons for this: the availability of parental leave may not be made clear to employees; men aren't sure how they could care for a new baby; and men often fear that taking parental leave could hurt their careers. Also, there is still a stigma attached to men taking time off to be with their children; plus there are economic concerns -- if the father takes time off, he loses pay. A two-worker couple probably is already losing one income and probably can't afford to lose the other.
("The 1990s Father: Balancing Work and Family Concerns," Bureau of National Affairs, June, 1989.)

Women have been struggling with the Mommy Track for years as they try to juggle work and kids. Now, men are getting into the act. More than half of the women of childbearing age work fulltime, giving fathers new opportunities -- and responsibilities -- to share the burden of rearing kids. So some men are taking off weeks or months after a child is born. Others are going even further, diverting their careers, perhaps permanently, to help raise families.
The result is the gradual emergence of a new career path, a Daddy Track. It is reserved mostly for professionals, and few of them take on the primary child-rearing role. Still, more men are sharing more of the burden, prompting employers to accommodate the male half of the work force -- perhaps just in time.
These men are trying to shift the balance of work and family despite big disincentives. Men still earn nearly a third more than women on average, so most can't afford much time off without pay, especially if their wives are on leave too.
Beyond the financial drawbacks, men fear the damage to their careers and the reactions of friends and peers. Even companies with generous leave policies say corporate cultures are slow to accept the change.
("Taking Baby Steps Toward a Daddy Track," Business Week, Keith Hammonds, April 15, 1991.)

Just as male baby boomers are nearing the peaks of their careers, many are feeling rising pressure to spend more time with their families. Growth in the number of mothers in the work force is one reason. Rising interest in fathering and a desire to balance work and personal life are also driving the change.
But as these men strive for balance, many are finding that the things they are paid to do well at work create disaster at home. Most find it impossible to prevent workplace problems from spilling over into home life. And the managerial skills they exercise at the office can actually hinder their efforts to draw closer to family members.
Little attention has been paid to the work-family discord experienced by men. Surveyed male employees experienced a doubling from 1985 to 1988 of certain work-family conflicts, and the increase is continuing.
Many executives have to make a conscious effort at home to change their communications style. When a job carries a lot of responsibility, he might find it hard to stop giving orders when he gets home. The notion that a child might have a different agenda for spending time together than a father has is a foreign concept to most male managers. Looking at fun from a child's perspective was something most participants hadn't done since they were children. Many fathers are so accustomed to appearing confident and in command that they are afraid to look fallible or vulnerable at home. Coming home often demands that dads scale down their expectations. At the root of many managers' frustration at home is a lack of time -- time to slow down, get in tune with family members and focus on their needs.
("Fathers (Not Managers) Know Best," The Wall Street Journal, Sue Shellenbarger, September 12, 1991.)

Teaching-Learning Interaction

Workplace issues

LC SS
BWF C D E
WPBS 9 10 13

1. Read the following statements to the students and ask for their reactions/thoughts.

   The United States economy needs the most **skilled and productive labor force** it can possibly find in order to remain competitive. That same workforce must reproduce itself and give **adequate care to the children** who are the workforce of the future.

   Discussion Questions:
   * What are your thoughts/reactions to these statements?
   * What, if any, are the contradictions that would result from trying to do both of these things at the same time?
   * What concerns does our country have regarding these issues?
   * What action is being taken in our country currently regarding these two issues?

LC SS M
BWF D E
WPBS 6 9 10 13

2. Divide students into cooperative learning groups. Ask them to pretend that they are all **business owners, employers, chief executive officers, plant supervisors, etc. They are at a major business conference where the goal is to identify the main issues affecting the workplace and work force today.** Brainstorm a list of the major issues/trends/concerns affecting the workplace and the workforce. Someone in the group should record the ideas.
   (The list might include such things as: drug problems, downsizing, high school graduates lacking basic skills, attitude problems, etc.)

   Each group will then select the five issues they feel are of greatest concern in the workplace and in the workforce.

   Compile the data from all small groups and determine percentage of groups who identified the same issues.

   Discussion Questions:
   * How would the top issue affect the workplace? The workforce?
     (Continue with all five top issues.)
   * Are the issues that are of greatest concern to the employer the same issues that are of the greatest concern to employees? Why or why not?

The family as a businss issue

LC SS
BWF C D
WPBS 6 9 10 13

3. Handout: **The Family As a Business Issue, Baby Boomers Impact,** and **Baby Busters Impact -- Background Information** (D 23 - 25)

Divide students into cooperative learning groups. Students are to read the background information. After reading the material, they are to compare and contrast **work and family expectations of the boomers and the busters.**

Example:

Boomers -- women fought barriers in order to get into the workforce
Busters -- women more likely to be recruited because of fewer workers

Have the student groups write their comparisons on a transparency so they can easily share their results with the class.

After class sharing, move the students back into their groups. They are to create a description of their generation regarding work/family issues when they reach the "twentysomethings". Have them give their generation a name or title. Share with the class.

LC SS
BWF C D
WPBS 6 9 10 13

4. Handout: **Eight Trends Impacting an Already Changing Workforce -- Background Information** (D 26 - 30)

Divide students into cooperative learning groups. Assign one "fact" from the background information to each group. They are to read the information and determine how it affects or impacts the employee/them, and also how it affects the employer. Remind the students that many of them will be future employers as well as future employees.

Discuss findings as a class.

5. Handout: **Work Demands Crossword Puzzle** (D 47, 49)

Tell students: In every type of work, in every job, there are certain demands and expectations which can have an effect on your personal and family life. These demands can create conflicts and stress within the family, or create pressures on the balance between work and family.

Ask students to verbally identify some work demands (part-time work or household work)

that have an impact on their family or their personal life and on school.
Ask: Can these demands have both a positive and negative impact?

Students are to complete the crossword puzzle in cooperative learning groups. Discuss as a class after groups have completed their work.

LC SS
BWF C D E
WPBS 6 13

6. Handout: **Workplace Demands -- Case Studies** (D 53, 54)
Handout: **Identifying Work Demands** (D 55)
Divide students into cooperative learning groups. Using the handouts, students are to consider each of the case studies and identify the work demands -- both positive and negative aspects -- for each person. As they compare and contrast work profiles, they are to write brief notes on the handout/worksheet.
Example:
For the 'work hours' demand:
Carol -- 9-hour days; long days; no lunch hour
Jason -- 8-hour days; fairly often he has to stay late to finish data entry
Su Linn -- sets her own hours; works more hours when meeting a deadline
Mark -- long hours

When the worksheet is completed, tell students to assume that Carol, Jason, Su Linn, and Mark each have a spouse and children. Assume that Carol has two children, ages 12 and 16. Jason has three children, ages 4, 7 and 12. Su Linn has one child, a baby that is 8 months old. Mark has two children, ages 2 and 4.

Have students go back to their worksheet and circle the specific notes/demands for each person that now have a much greater and potentially more negative impact with a spouse and children involved in the case study.
Example:
For the 'work hours' demand:
Jason -- 8-hour days; fairly often he has to stay late to finish data entry
Su Linn -- sets her own hours; works more hours when meeting a deadline
Mark -- long hours

LC SS
BWF C D E
WPBS 6 13

7. Handout: **Workplace Issues -- Background Information** (D 31 - 41)
Divide students into cooperative learning groups and assign one of the workplace issues to each group. After reading the information they are to discuss it and answer the following questions:

- * Describe or explain the issue.
- * How significant of a concern do you think this issue is for individuals in the workplace?
- * What impact could it have on the individual, family, and the workplace?

Student groups are to present their discussion results with the class. Discuss further.

LC SS
BWF C D E
WPBS 9 10 12 13
FHA /HERO

8. **FHA/HERO Integration**
Using the Power of One guidelines, students can acquire additional information from employers regarding trends affecting the workplace, their feelings and experiences regarding some of the workplace issues, how the workplace can/cannot meet the demands of the changing workforce, etc.

Debriefing

Content: What insights do you now have regarding the trends affecting the workplace?

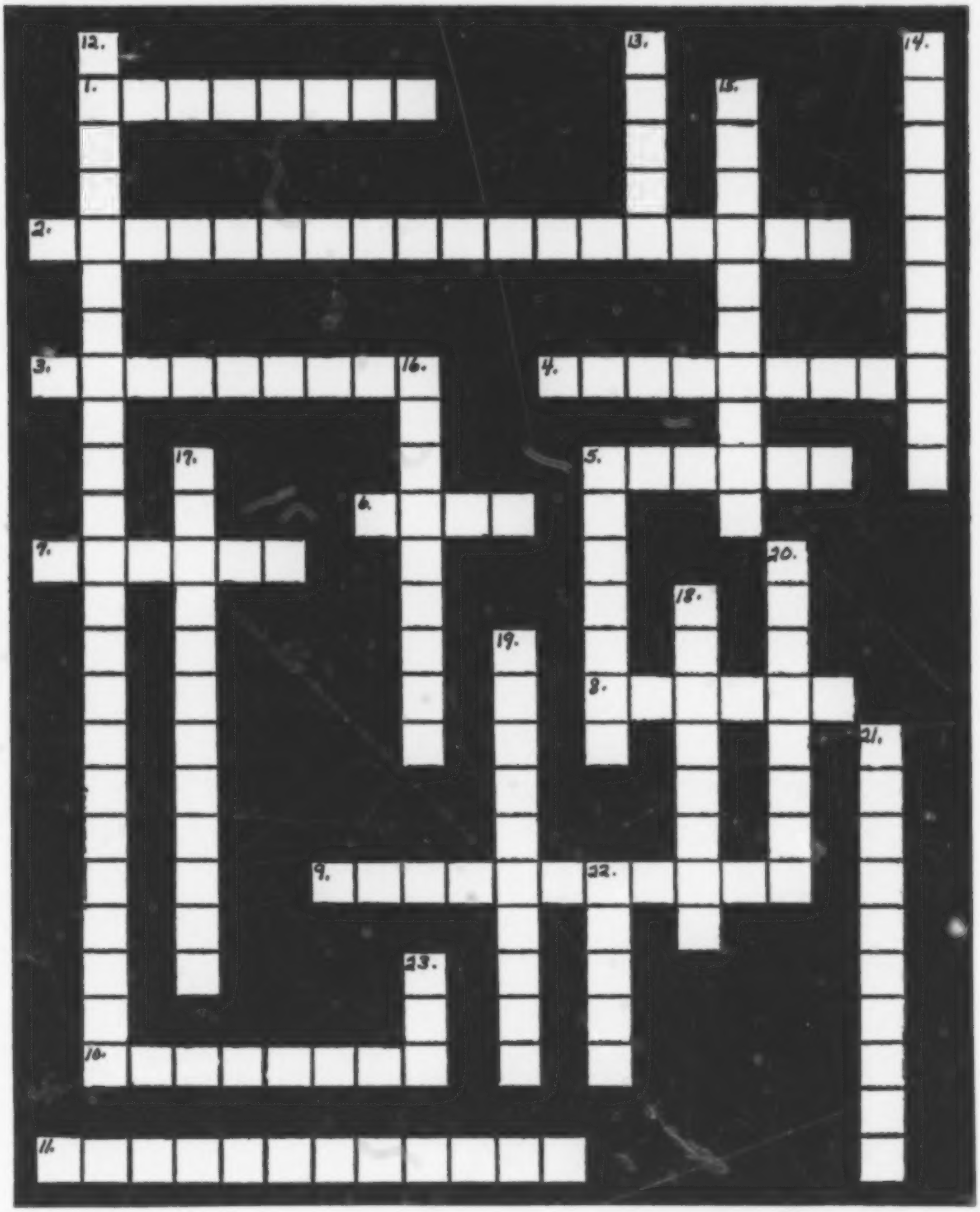
What insights do you now have regarding the workplace issues affecting the workplace and the family?

What impact do these trends and issues have on the balancing of work and family, or the balancing of work, family and school?

Process: Why was it beneficial to identify the workplace trends and issues?

Describe how the case studies were beneficial in examining the interaction of the family and work demands.

Work Demands -- Crossword Puzzle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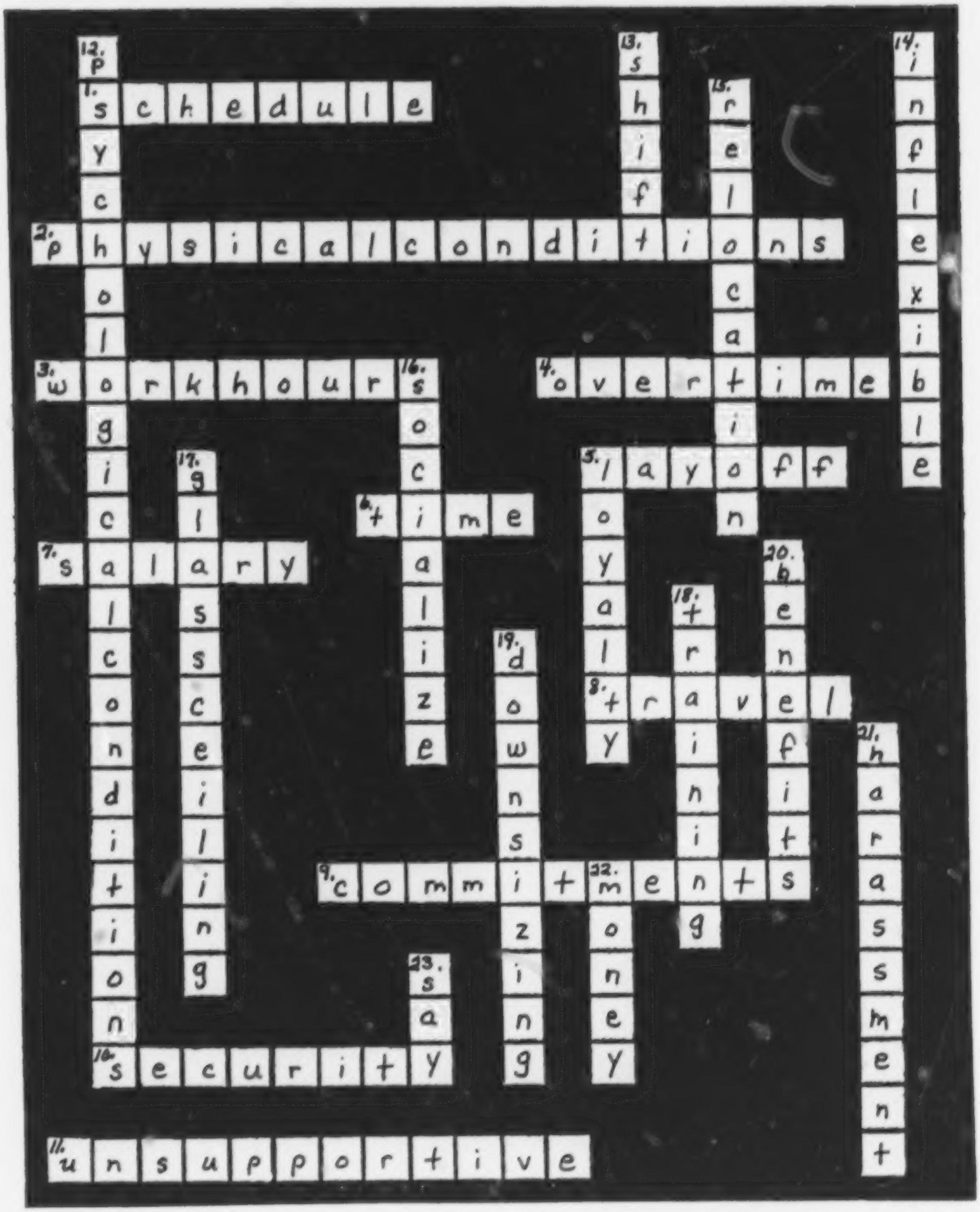
Across

1. The time of day or days of the week that a person works
2. The aspects of the workplace such as comfort (temperature, equipment, lighting), safety (hazards, equipment), and health (toxic chemicals, lifting)
3. The actual amount of time spent at work
4. The hours spent working above the normal 40 hours a week
5. The employer indicates to the employee that he/she is temporarily out of work; will not be coming to work for a specified length of time
6. The company may not allow any ____ off for parent-teacher conferences, school programs, children's doctor's appointments, etc. that the parent may want or need to go to
7. The amount of income an employee makes from his/her job
8. A job expectation that requires the employee to be out on the road or flying to other locations for business purposes; spending days/ nights away from home
9. Expectation that work is a priority and that the employee will do what it takes to get the job completed
10. The amount of comfort/uncomfortableness one feels in the area of town where the workplace is located; the knowledge that one's job is stable
11. A co-worker or supervisor who does not back up other employees during high stress times at work or at home; unwilling to help out when someone's job is particularly busy

Down

12. The emotional atmosphere at the workplace
13. ____ work may require the employee to work at different times of the day/different schedule; the schedule may change weekly, or less often
14. A co-worker or supervisor that will not make adjustments or change; may be "stuck in a rut", stubborn, etc.
15. Expectation of a job requiring the employee to move to another city to continue in his/her job
16. Expectation of an employee to spend outside-of-work time with co-workers or supervisors; company gatherings or getting together after work
17. A term referring to the barriers women and minorities face in trying to attain top positions in companies
5. Expectation that the employee will talk favorably about his/her employer/place of business when in public, and to willingly follow the company guidelines
18. Additional education or skill proficiency required by the company to prepare the employee for a new position in the company or to update skills; may or may not be on company time and expense
19. A company restructures; usually in an effort to cut costs and to increase profitability; positions/jobs/management levels are often eliminated and/or rearranged; new policies and procedures
20. The financial and non-financial supports that a company provides for its employees beyond what is paid in salary; the supports vary greatly from one company to another, but may include health care coverage, flexible hours, etc.
21. Sexual ____ includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that affects a person's employment or ability to do their job
22. Expectation that the employee will donate ____ or time to causes the company sponsors
23. Autonomy; self-management: having a ____ about what happens in your work

Work Demands -- Answer Sheet


1. schedule
2. physicalconditions
3. workhours
4. overtime
5. layoff
6. time
7. salary
8. travel
9. commitments
10. security
11. unsupportive
12. psychologicalconditions
13. shift
14. inflexible
15. relocation
16. socialize
17. glassceiling
18. training
19. downsizing
20. benefits
21. harassment
22. money
23. say

Workplace Demands -- Case Studies

Work Profile -- Carol

Carol works in a small printing shop near her home. The printing shop customers are local businesses and individuals. Carol works at the counter taking orders, getting supplies, writing out invoices, etc. She also designs and prints some of the specialized orders. She enjoys helping the customers meet their business needs and is known for her creativity and attention to detail. Many of the orders placed by the customers are for specialized business forms, stationery, etc. which takes a great deal of time, but is enjoyable because of her creativity. The printing shop hours are similar to those of the businesses around them, with the exception that they open 30 minutes earlier, remain open 30 minutes later, and stay open during the lunch hour. That allows business people to stop at the shop on their way to and from work or during their lunch hour. Because of this, Carol puts in long days, often having between 5 and 10 hours of overtime each week. Lunch hour is haphazard because of customers coming in and out.

The printing shop is small in size and is often crowded with the five employees who work there and the many boxes of supplies they have to keep on hand. Carol's employer often talks about the crowded conditions and the options that are available: expanding by moving to another location that would be away from their present customers, or laying off one or two employees so it would be less crowded.

Carol travels some with her job. Her travel is generally limited to out-of-state trade shows, training to up-date her skills, and in-town travel to deliver or work with customers. Due to the type of business, they are often asked to print flyers for a number of charitable causes. To be able to do this with all of their other work, the boss often asks Carol to come in on Saturday morning and to donate her time since it is for a charitable cause.

Work Profile -- Jason

Jason works for a large computer company entering data all day. He makes a very comfortable salary. He has made many friends at work and usually makes plans with them after work. Jason's work is not challenging and he often gets bored and tired of doing the same thing all day. He's asked his supervisor for a change in his work, at least for a part of the day, but his boss just says that he needs to do the work he was hired for. On a fairly regular basis, Jason has to stay after hours to complete data entry that has to be in that day. This upsets him because he misses time with his friends and he has more boring work to do. He's asked other employees who have less to do to help him out on his busy days but they are unwilling to help. He has often thought about taking another job. He has been offered another position at a similar company that offers more challenge, but a lower salary. He decided not to take the job because his budget is already "tight" with a higher salary. Yet, when out with his friends, he constantly bad-mouths the company, his supervisor, and his co-workers that won't help him with his work.

Work Profile -- Su Linn

Su Linn is a free lance writer who works out of her home. She has a well-equipped office that allows her to work undisturbed. She has published a few articles for magazines and makes a good income, even though it is not a steady income. She enjoys working alone and considers writing her greatest form of self-expression. Su Linn often works late into the night and on weekends when she has a deadline to meet or when she gets so involved with a story and doesn't want to stop. At other times she seems to have no writing to do and sometimes worries about having no new writing jobs come her way. She travels quite a bit to talk to magazine publishers, potential clients, etc. She tries to combine a few days of sight-seeing with each of those business trips. Recently, Su Linn considered an office position with a newspaper that would require her to follow a specific format in her writing. The salary was greater, more stable, and there would be interaction with other writers. Su Linn turned the job offer down.

Work Profile -- Mark

Mark is a high school graduate who started working in a fast food restaurant five years ago right after graduating. He has moved his way up in the restaurant, getting experience in a number of the restaurant positions, and now up to the position of assistant manager for the night shift. Mark is excited about the promotion, but hates working the night shift. This leaves little time to spend with friends who work daytime hours. He also works on the weekends. Since he's the newest assistant manager -- the person with the least job seniority -- he gets the last "pick" of the hours to work. His hours are long and he seldom gets a vacation. No one is willing to cover his hours in order for him to be able to get away.

There are times at work when Mark feels very uneasy. The restaurant stays open all night because it is along a major interstate highway. Oftentimes, it is only Mark and one other employee working during the early morning hours and sometimes some unusual people come in to the restaurant during those times.

Mark knows that if he does a good job in this position he'll eventually get promoted, and thus, get better hours. He also knows that a promotion would probably mean having to move to another city that has the same restaurant chain.

Identifying Work Demands

WORK DEMANDS	Carol	Jason	Su Linn	Mark
Work hours				
Schedule				
Overtime				
Travel				
Relocation				
Physical conditions				
Psychological conditions				
Layoff				
Contributions				
Socialize				
Loyalty				
Commitment				
Training				
Salary				
Benefits				
Downsizing				
Harassment				
Glass ceiling				
Security				
Autonomy				
Co-worker support				
Supervisor support				
Time off				

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
✓C. Use mathematics and mathematical principles.
✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
    ✓1. clear articulation,
    ✓2. analysis,
    ✓3. conceptualization,
    ✓4. synthesis, and
    ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓A. Apply problem-solving skills.
✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓A. Work collaboratively in teams.
✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Career Development Strategies

Background Information

Career Choice Questions

What will you be doing for the rest of your life? Will you enjoy it? Will it be challenging and financially rewarding? How can you really be sure? These and many other questions are what you must ask yourself now. The sad truth about careers is that most people simply do not realize what they are losing when they do not take this important part of their lives seriously.

Since the day you were old enough to carry on a conversation with an adult, you were asked the question, "What do you want to be when you grow up?" Some people have that question answered by the time they are twelve years old, and have been following a path toward that goal ever since. Others have one career choice at nine, another choice at twelve, and so on until they reach age 18, and things look more and more confusing as time goes by.

Young people can look at the career choice question from different perspectives. You can zero in on the fact that "I'm only 15, 16, 17, or 18 years old -- I have several years yet to figure out what I want to do with my life -- there's really no hurry." There is some truth to that perspective. You are better off not boxing yourself in at 16, thinking that you have to decide now what it is you want to do for the rest of your life. But, looking at the career choice question from another perspective is, why waste valuable time and money moving from one option to another?

Now is an ideal time to focus on laying a foundation, or building on a foundation that has already been started, of skills which can be applicable for a variety of related or unrelated jobs in your future. Rather than determine several years down the road that what you have chosen as a lifetime career brings more frustration than satisfaction, there are some steps which you can begin to take right now to start heading in the right direction. The job that pays the highest salary, the job that has the most status, or even the job that sounds the most exciting or adventurous is not necessarily the occupation that will bring about the most satisfaction for you.

Career planning is preferably an ongoing, continuous process which is only beginning now in high school. Even more so today than at any other time in history, making specific career goals or choices is not a single event which will be in your past once you have finished high school, college, or vocational school. Periodically throughout your lifetime you will be coming back to these decisions and goals, evaluating them over and over again. As a matter of fact, the average person will go job-hunting eight times in his or her life.

Issues in the Workplace D 60
TLI # 3 / Handout

Career Planning Roadblocks

People who have successful careers often find that their success is accompanied by happiness, satisfaction in life, and the ability to have closer personal relationships with family and friends. Unfortunately, the majority of people "fall into" the kind of work they do. If the work you do is such an important part of your lifestyle, shouldn't you choose your work instead of being chosen by it?

If career exploration, decision making, and goal planning is so important, what keeps young people from doing it? First and foremost among the problems is that most young people really don't understand what a career is. A career is more than just a job, or working, or one's occupation. Generally, it is one's progress through life, one's growth and development in vocational and avocational areas of life. Specifically, a career is one's progress within an occupation or series of occupations.

Secondly, many young people think that there is only one occupation that is best suited for him or her, but there are really several that may be good choices. It is best to identify those occupations in which you have a high probability for success and happiness.

A third problem that often keeps adolescents from career planning is that they often do not understand the value of work and its relation to personal and family values and goals. Because of this, many of the career decisions they make involve "falling into jobs", floundering,and unplanned changes. Most adolescents do not adequately explore careers on their own.

A fourth problem is that many young people do not know how to to go about finding a career or making a career choice. They usually do only part of the search. Typically, they may rely on others for advice, but other people can only uncover some of the alternatives. Some individuals will actively seek answers themselves but forget that they should be using the collective knowledge of other qualified people for help. Today, career information is abundant and easily accessible. While this is exciting and potentially helpful, it can also be overwhelming.

Lack of motivation or laziness is a fifth problem that stifles people. A person may have the career decision-making process all laid out but not have the motivation to put the plans into action. Without action there can be no results.

A sixth potential problem is that some young people are convinced that they want to seek a certain career but have come to that decision for the wrong reasons. They may have been overly influenced by parents. They may be attracted to the name, status, or brief description of a career. In other situations, the person is so frustrated about his or her inability to find a meaningful career that he or she panics and chooses any career that is convenient.

A final difficulty arises when young people do not have the confidence they need to look ahead and picture themselves in a career that requires skill and determination. These young people will often settle for second or third or even fourth best, which in reality means they have failed to find a truly worthwhile career. It is important for you to understand the brutal consequences you face if you cannot or will not take command and care enough about yourself to do something about your future. You have a great deal of control over your future.

Achieving Career Goals

Although anyone can get a job to earn money, having a career requires planning and goal setting. There are usually many careers available to each of us, careers that provide a reasonable match with our abilities. Our sociocultural experiences exert a strong influence on career choices. Among the important sociocultural factors that influence career development are social class, parents, peers, and schools (Johnson & Parker, 1987). Educational experiences with a wide range of career choices provide increased benefits for adolescents in search of satisfying careers.

For adolescents bound for higher education and a professional degree, the education system provides ladders from school to career. Most youth, though, step off the educational ladder before reaching the level of a professional career. Work experiences for these students could include cooperative education, internships, apprenticeships, preemployment training, and youth-operated enterprises. These experiences feature opportunities for youth to gain work experience, be exposed to adult supervisors and models in the workplace, and relate their academic training to the workplace.

Career goals give direction to career preparation, career development, and career advancement. Without goals, individuals have no sense of direction, no guide for action, no reason for working (Campbell, 1974). The lack of definite educational goals and lower occupational aspirations than their peers are two academic factors involved in dropping out of school (Fennimore & Pritz, 1988). Individuals without a sense of direction flounder from one tentative activity to another. They refuse to assume responsibility for their choices, make little effort to achieve their goals, fail to use their assets, and have low aspirations. A goal is a desired state of future affairs and serves as a guide for action and an explanation of why work is done. Career goals include long-term goals, medium-range goals, and short-term goals. For example, being an executive secretary is a long-term goal; finishing business school is a medium-range goal; going to keyboarding class tomorrow is a short-term goal.

(Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993)

Career Planning

Career planning is an individual activity that occurs throughout a person's working lifetime. It is futuristic (possibilities, steps needed to be taken, risks involved in present decisions). Career planning is distinct from life planning in that it does not initially attempt to integrate a broader array of planning variables such as family, religion, leisure, retirement, etc. Career planning is indeed a subcomponent of life planning. It draws upon many of the same background variables, but it focuses attention on the work activities and the work environment. There are many instances, however, in which career and life planning cannot be completely separated. In American society, the career that you enter will influence your entire lifestyle; your self-concept, income, prestige, choice of friends and living location.

The career planning process can be divided into six steps:

1. self-assessment
2. career exploration
3. targeting (target a primary career goal)
4. career preparation
5. marketing (selling yourself/skills/training to an employer)
6. career management

It is essential that you recognize that each step in the process is developmental and outcome-oriented. There are definable tasks required to accomplish each step successfully.

The career planning process is ongoing and sequential. Since it is fluid rather than chronological, you move to the next step only when you are ready to do so, and you may move back and forth between steps at any given time. The career planning process is also cyclic. When career change is desired anytime during your worklife, you may repeat the process once again. Data from the U.S. Bureau of Labor Statistics indicates that the majority of members of the labor force will make three to four major changes in their careers during their 35 to 45 years of working.

Because human beings are complex, each of us has his/her own aspirations, goals, potential for development, and limitations. Although we can follow the same process, career planning outcomes must be unique. By following this sytematic career planning process, you can arrive at your own decisions, set your goals and actively plan for the career in your future.

The Career Planning Process

Step 1: Self-Assessment
What you will do for a living depends a lot on who you are. This sounds obvious perhaps, but many people neglect considering this important side of selecting a career. You can avoid joining the ranks of people who are dissatisfied with their work by making a conscious effort to assess yourself. There is no way you can be

absolutely certain that a career will meet all of your needs. But there are things you can do very easily that will help you learn more about who you are. Once mastered, techniques of self-assessment can be repeated throughout your life.

What is self-assessment? Essentially, it is simply a way to enhance self-understanding. It is being able to describe your unique characteristics clearly and accurately regarding (1) what you do well (skills), (2) what is important to you (values), and (3) what you like to do (interests).

Since there is no better source of information about you than yourself, the easiest method of increasing self-understanding is to review and analyze your past and present experiences. Increasing your knowledge of your skills, values and interests will help determine the type of work which fits you best.

Skills. Skills are sometimes thought of as general talents/strengths or specific knowledge/abilities acquired through training. Your skills, however, also include a variety of attributes and personal characteristics which give you your greatest potency. Accordingly, these skill categories are commonly referred to as transferable, work content, and self-management. An undergraduate education or a post-secondary degree is more than just learning the subject matter in your major field. It also involves acquiring and developing transferable skills and abilities in a wide range of fields outside your major field of interest. Each of us possesses a total of well over 500 individual skills. Consider the skills which have contributed to your successes and you will likely notice areas in which you excel.

You may wonder how knowing about skills can help you choose a career. Simply look at any job description. A job is made up of a series of "tasks" for which a person in that position is responsible. In fact, most jobs are described in terms of duties or responsibilities. If you closely examine each of these tasks, you will discover that it requires a specific set of skills to perform them. Some ability tests measure certain skills but are situation specific. They cannot accurately predict future successful performance except at certain jobs in specific environments. In fact, you are the best judge of your skills if you take an accurate reading of your own experiences.

Regardless of the terminology, skill is any positive attribute you can bring to a job. Here is a sample list of skills found in a cross section of careers: administering, advising, analyzing, appraising, assembling, auditing, budgeting, calculating, coaching, collecting, confronting, constructing, controlling, coordinating, corresponding, counseling, creating, delegating, designing, developing, displaying, dramatizing, editing, estimating, evaluating, examining, explaining, initiating, inspecting, interpreting, interviewing, investigating, listening, managing, measuring, mediating, motivating, negotiating, observing, operating, organizing, planning, predicting, preparing, programming, promoting, protecting, questioning, reading, record keeping, recruiting, repairing, researching, selling, serving, solving, speaking, supervising, teaching, and writing.

Values. A value is a vague concept, sometimes difficult to understand. A value is something that is important to you or that you feel has worth, such as marriage, family, religion, education, etc. What has little value for one person may be of great value to another. Values tend to permeate and influence all aspects of our lives. We are not born with an established set of values, but soon develop an individual set of values after daily contact and interaction with others and the environment. As values are acted on repeatedly, they become lives. For example, a person who strongly values service to others may choose to become a counselor or social worker. Just as life is everchanging, so are values. Values evolve and continue to develop just as the individual grows and develops.

In employment settings, values provide the emotional salary of work. In this context, values are labels which are attached to sources of reward that are inherent in certain kinds of activities. Job dissatisfaction results when an individual does not receive the preferred value "wages."

Work-related values encompass a wide variety of specific elements. Here is a representative list: advancement opportunities, affiliation on the job, autonomy, benefits, change and variety, creativity, decision making, excitement and adventure, flexibility in work hours, helping others, helping society, high earnings, independence, influencing others, intellectual growth, job security, location of employment, moral fulfillment, physical challenges, prestige, power and authority, professional accomplishment, public contact, recognition, self-realization, working alone, and working conditions.

Interests. Interests and abilities are not the same thing. You may have interests in a field or interests in common with specific professionals, but you may lack the abilities necessary to be successful in this field. Similarly, you may have the ability to do a number of things in which you have little interest or little interest in common with those who are in the field.

The meaning of interests is straightforward. What kind of activities do you like? What types of work do you enjoy? What subjects do you enjoy studying? What kinds of people do you enjoy being around? Specifically, your interests are those things that grab your curiosity; the activities that give you pleasure. They are the sum of your preferences that give definition to who you are.

There is an infinite number of subjects or activities in which you might develop an interest. Here is a list of a few examples: animals, art, athletics, automobiles, books, business, computers, crafts, engineering, entertainment, environment, fashion, food, games, gardening, health, history, investments, jewelry, law, machines, media, money, museums, music, mathematics, outdoors, parties, people, photography, puzzles, school, science, sports, television programs, theater, travel, and world affairs.

At first glance, assessing and identifying your skills, values, and interests may seem to be a simple method for matching people to career fields. Ultimately, your career choice will involve a complex evaluation of many factors about you including personality traits and aspirations. There are a number of resources available that will help you gain more information about yourself and these factors.

Step 2: Career Exploration

It is difficult, if not impossible, for the average person to make a rational decision or to evaluate and consider specific careers without an accurate information base. Career information gathering is an integral step in the process of career planning.

Initially, you will need to generate a list of careers which you may want to consider. The federal government lists more than 31,000 career fields. Most students admit they have limited knowledge about careers and find it difficult to list or describe more than 40. Sources of career alternatives include the results of vocational assessment tests, teachers, and career publications. Don't forget to take into account those careers you are merely curious about exploring. After developing the list, you will need to briefly research each career alternative and judge which of these seem potentially suitable for future employment. Determine for each: typical on-the-job duties, qualifications, outlook, salary, methods of entry, etc. Ask yourself: How do your skills, values and interests correspond to the types of work you are considering?

There are generally four ways of gathering career information: (1) reading everything you can about careers, (2) talking to people, (3) participating in field experiences, and (4) enrolling in key courses. Caution should be exercised in assessing career information that is inaccurate or has become obsolete.

Reading About Careers.

Your school's library and guidance office maintain a collection of printed and media-related career materials. Many academic departments also have materials available for students. In addition, career information may be obtained from public libraries; federal, state, and local agencies; trade and professional associations; and commercial sources.

Begin by skimming the Occupational Outlook Handbook. This book is published by the U.S. Department of Labor and is available in every library. It is a general listing of career areas with information on the nature of the work, working conditions, places of employment, training required, employment outlook, earnings, related occupations, and sources of additional information. Next, review the Dictionary of Occupational Titles also published by the U.S. Department of Labor. This source looks quite intimidating since it contains approximately 17,500 concise definitions of jobs. Do not overlook assorted books, pamphlets, newspaper clippings, trade journals and magazine articles on specific occupations, as most career information is only published in this form. As you locate relevant career materials, keep a thorough annotated bibliography. You may want to photocopy some of the more useful information and begin a special career-related file.

Talking to People. People can be excellent sources of career information. Interviewing for information is a nonthreatening means of learning about careers. By asking explicit questions of a person currently working in the field you are considering, you can receive the most up-to-date, detailed description of that job's responsibilities and qualifications you must have. She/he can also help you comprehend the vocabulary of the particular career field. By conducting an interview of this type, you gain exposure to the work setting and to the kinds of people with whom you would work.

Individuals such as teachers, administrators, and guidance counselors are easily available for informational interviews. They can also serve as a good source for referrals to individuals in the public and private sectors. Often the guidance office and teachers can provide names of former students you might wish to interview. An ideal source of contacts can be obtained through professional associations. Many professional associations provide a membership directory which will enable you to locate experts to talk with.

Field Experience. The best method of exploring careers is to actually perform the occupation you have in mind. This provides you with firsthand information as to the possible fit between your skills, values, and interests and those required by the occupation. This method is the ultimate reality test to determine your suitability for a particular career. A field experience may be accomplished through fulltime, part-time, or summer employment; volunteer work; or internships. Many opportunities for field experience may be worked out through your guidance office. With sufficient planning, you may develop your own field experiences.

Internships at the college level are extremely popular with students and, as a result, tend to be very competitive. Internships require a commitment of time, require performance of job duties, and generally involve academic credit and perhaps financial compensation. Internships are typically awarded for a particular time period and may be either fulltime or part-time. Often, interns work on specific projects or carry out teaching or research tasks at a professional level. Internships are ideal because they permit students to pursue a college degree and acquire experience simultaneously.

Key Courses. The final method of exploring careers is to enroll in specific courses in the academic or vocational curriculum which are directly related to the field of knowledge used in certain occupations. At the high school level you are more limited in enrolling in courses pertaining to an occupational field, but at the post-secondary and college level there are many more opportunities. Through the use of general education and electives at the college level, you have the opportunity to explore several career options. General education is intended to give all college graduates comprehensive skills and abilities (i.e., oral and written communication) and a foundation of knowledge in a variety of disciplines regardless of the ultimate major. While some careers require a specific college major, most are not tied to any specific degree. Therefore, in choosing course work and finally a major, examine your skills, values, and interests, along with academic requirements, and potential career choices.

Obviously, some of the aforementioned career exploration techniques can be quite time consuming. It is advisable to reserve participating in field experiences and taking key courses for those options about which you are most serious. Sometimes a simpler method, called job shadowing, can be used for a day or two to get a clearer picture of what the job might be like. To job shadow you work with or "shadow" the person in a particular position for the day while they do their work.

Step 3: Targeting

As you become clearer about what it is you want and what the job situations are really like, and you have investigated a number of career alternatives, then you are ready to go on to the next phase of career problem solving -- narrowing the alternatives. You are ready to target a primary career goal. Initially, it may be easy to rule out several choices as obviously inferior or inappropriate. With the remaining alternatives, it may be very difficult to select the one that fits you best. Additional research regarding the career options, your skills, values, and interests may be necessary. Any decision, career or otherwise should be approached with sufficient information.

The problem now lies in how to process the information and render a decision. There is a good deal of variability among us as to how much prior deliberation we invest in a given decision and the strategies we use. At various times in our lives we have made decisions which could be considered arbitrary, impulsive, random or last minute. The probability of making a decision with a favorable outcome can be increased with careful consideration and a logical approach. A systematic method is one that uses a framework within which you can effectively analyze and evaluate the data you have gathered for your career decision.

Anyone can learn the technique of systematic career decision making. It can be described as a series of five tasks. In order, they are: (1) define the decision to be made, (2) identify all choices to be considered in the decision, (3) gather information on each option, (4) evaluate the potential outcome of each option considered, and (5) make a selection of the most appropriate option.

Students often view making a career choice as a monumental and irreversible life decision. There may be many career options you might find equally satisfying. The problem to address is, what choice is the best choice for you now? It is important to remember that career decision making is continuous and ongoing. Very few people make only one career decision in their lives. As your career progresses, decisions regarding new jobs and career paths will need to be considered.

Step 4: Career Preparation
Once you have made a career decision, the next task is to begin planning how to prepare for the career, how to get experience in it, and how to actually enter the field. In this step, you should identify the degree of effort and all the things which are required to be successful in your chosen career. What are the specific education and experience requirements? Of the qualifications required by that career, which ones do you currently possess, and which ones do you need to acquire? How will you best obtain the qualifications: high school diploma, vocational or technical school associate's degree, college education, internships, special training? Answers to these questions will help you identify and set relevant goals. Having established the career goals and defined the tasks to achieve them, you should then set up a timing and sequence. Obviously, you cannot accomplish everything at once. Certain activities logically precede others. Try to put it all on paper, identifying activities which must occur, their proper sequence, and the time that it will take for each. Finally, put into action the long- and short-range goals and monitor your progress as you work.

Keep in mind that employers want well-rounded high school, vocational/technical school, or college graduates rather than those with just high grade point averages. To successfully prepare for any career, you will need to develop certain personal attributes. Traits such as flexibility, confidence, maturity, judgement, cooperation, leadership and the ability to handle a heavy workload will also be taken into consideration. Participation in extracurricular activities can assist in developing these qualities.

Step 5: Marketing Yourself

To be sure, there is a great deal to be learned regarding obtaining employment, even after you have prepared for a career field. Are you graduating and looking for a job in a specific field where there are few positions that appear directly related to your career choice? Graduating from high school with a diploma, graduating from a vocational/technical school with an associate degree, or from college with the right credentials offers no guarantee of an appropriate position. A degree will open many doors, but it's up to you to obtain the type of employment you desire. Finding the job you want, at an acceptable salary and in the desired geographic location, is the result of using effective job search techniques. Job hunting is in itself a full-time job, and should be treated as such. Each requires the same conscientiousness, discipline, consistency, and commitment.

The job search process is similar to conducting a marketing campaign. Consider for a moment that you have a particular product (your skills and training) to sell and the potential employer is the consumer. As a salesperson, you must identify potential consumers of your products and learn how they can use your product. You must be aware of your competition and know the product you are selling. To successfully close the sale, you need to carefully prepare your advertising tools (resume, cover letter, interviewing skills), target a specific consumer group (potential employers), and determine the best mode of marketing (approaching employers).

For years, job seekers have used marketing tactics which we can classify as the traditional job search approach: identifying job openings for the purpose of direct application, using employment agencies, and participating in college on-campus recruiting. Lately, employment experts have been advocating a nontraditional approach. This strategy requires the job seeker to become more assertive in contacting potential employers. Government studies show that only one if five job openings is likely to be advertised or listed with employment agencies. In fact, 48% of job hunters ultimately find employment through people they have met (i.e., friends, alumni, teachers). This is known as networking. As you expand the circle of people who know your abilities and interests, more employment opportunities will present themselves. Ultimately, the best search strategy for a specific situation may be one which combines methods.

Whether you're applying for an advertised vacancy or pursuing a contact directly without knowing if a specific opportunity exists, there are only three ways to proceed. You can write a cover letter enclosing a copy of your resume, make a phone call to the employer, or appear in person. Which of the three methods you use to generate an interview will depend on the type of jobs, industry, and person you are contacting. It's a personal decision and you've got to experiment to see what works.

It is important to be adequately prepared prior to making your contacts and it is also important to keep accurate records.

Finally, the last step in waging a successful job search campaign is timing. Begin with realistic expectations. It may take more than six months to get your initial career position, so you must start early. Since it is often difficult to stay motivated for that length of time, an emotional support group is helpful. This informal network can be composed of friends, family members, other job seekers or individuals of your choosing who can help motivate you when you need it. Interim financial support is another important consideration. If you can't afford to live without income for six months, get a temporary job that will allow free time during the day to permit you to go on interviews. Even though there may be many rejections, it takes only one "yes" to get hired. Be persistent, patient, and positive and generate as many employer contacts as you need until you get that "yes."

Step 6: Career Management

When you have hopefully obtained the career position you desire -- one that utilizes your skills and satisfies many of your personal values and interests, keep in mind that one job cannot offer everything that you seek. Whatever needs are not met by your paid employment can be actively satisfied away from the job. Likewise, an ideal job should be one that educates and prepares you for an even better one.

Going to work as an employee is very different from attending school. As a student, you completed identified assignments for specific grades. As an employee, evaluation procedures are often vague. In many situations, you are expected to produce results with relatively little direction or feedback. Regardless of the employer and position, you need to get off to a strong start and manage your career with care. Your understanding of the world of work, networking efforts, and contributions on the job will directly affect you career security and advancement opportunities. Keep track of your accomplishments and log them in specific terms. This data will assist you in negotiating the work assignments, performance appraisals, salary, and promotions you desire.

In times of rapid change and rampant obsolescence in occupation fields, you must remain flexible. Career decisions are not only concerned with initial choices but career changes as well. The "one job, one career worklife" phenomenon has been increasingly replaced by a "12-jobs, four-careers worklife." At some point you may begin to ask questions of yourself about your present employment. You may wonder whether there is something better available, or as your skills, values, and interests change, whether another position would better meet these factors. If and when this occurs, the career planning process has completed its cycle. You can return to Step 1: Self-Assessment and begin anew the process, anytime during your working years and as often as you desire.

The Career Planning Process Checklist

These steps represent a systematic path for clarifying your personal attributes, career options, and educational needs. If followed, this game plan will help ensure your satisfying transition from school to employment and the successful attainment of your career goals. We recommend fully completing each step's tasks and objective and checking (✓) each item as you progress before moving on to the next level.

STEP 1: Self-Assessment
Objective: Obtain information about yourself

__ 1. Improve understanding of the skills, values, and interests I possess.
__ 2. Take vocational assessment tests and learn how to interpret results.
__ 3. Learn how to identify compatible occupations and working environments that relate to my skills, values, and interests.

STEP 2: Career Exploration
Objective: Increase knowledge of career options

__ 1. Learn how to expand information based on occupations that are compatible.
__ 2. Become aware of general career trends and future employment needs.
__ 3. Learn how to obtain information on career options by using a variety of resource materials.
__ 4. Talk to professionals firsthand about their careers, through interviewing for information and networking.

STEP 3: Targeting
Objective: Select a primary career goal

__ 1. Become aware of what goes into the process of making career decisions and develop effective decision-making skills.
__ 2. Analyze self-assessment and career information collected.
__ 3. Evaluate career alternatives and select primary career objective.

STEP 4: Career Preparation
Objective: Formulate a career goal action plan

__ 1. Identify duties and qualifications for career choice and determine plan to complete requirements.
__ 2. Learn how to gain firsthand exposure to career choice through internship or work experience.
__ 3. Acquire skills through internship or work experiences.
__ 4. Acquire skills through training /vocational or technical school/ college (select appropriate major and course work).
__ 5. Become aware of entry requirements and procedures for application to post-high school education.
__ 6. Acquire additional career-related skills through other methods.

STEP 5: Marketing Yourself
Objective: Learn how to job search and obtain employment

__ 1. Identify related job titles in my chosen career field.
__ 2. Identify specific employers in chosen geographic area.
__ 3. Learn how to obtain information about employers that interest me.
__ 4. Develop a good personal resume that will reflect my relevant skills.
__ 5. Develop effective cover letters that will sell my skills.
__ 6. Learn about effective job search strategies.
__ 7. Learn how to look for job openings.
__ 8. Learn how to be confident and assertive when looking for a job and meeting with prospective employers.
__ 9. Become knowledgeable about the nature of a job interview and develop effective interviewing skills.
__10. Practive interviewing skills in a role-playing situation.
__11. Learn how to negotiate/evaluate job offers and select the opportunity that will bust meet my needs.

STEP 6: Career Management
Objective: Develop a strategy to advance in career

__ 1. Learn what it takes to be successful after obtaining employment.
__ 2. Set new goals for career advancement.
__ 3. Recycle myself through this process when career change is necessary.

Source: "Successful Career Planning For Future Grads," Equal Employment Opportunity BiMonthly, CASS Communications Inc., Reprinted with permission. Copyright November/December, 1993.)

Things Your Boss 'Just Expects You to Know'

In addition to mastering specific job skills, people also need to know some basic rules of behavior in the workplace. Right? But you just don't see a list of "Dos and Don'ts" posted on the wall. And the bosses who come and go in your work life may have remarkably different concerns, expectations -- pet peeves.

How can you know for sure what your boss wants from you -- unless he or she informs you directly? Whether you have just started your career or are well on the way, these pointers might give you some insights on that question, and also help you look at how you do your job from your boss's perspective.

Here are twelve things most bosses just expect you to know. It was adapted from a longer list developed by Shirley Sloan Fader, who lectures and writes about workplace issues.

1. **Follow through on your own.** Finish jobs you are assigned to do without waiting to be reminded by your supervisor. Don't leave work hanging out there half done. Pick up the pieces. Tie the loose ends. Complete tasks and move on.

2. **Don't stop working when there's a foul-up.** "Murphy's Law" is still operational: If something can go wrong, it will -- and at the worst possible time. Be resilient and resourceful. Don't let a foul-up deter you from carrying out your responsiblities and getting something done. Show some versatility. If something electronic breaks down, do some non-electronic work that was piling up.

3. **Don't aim for perfection.** Getting a job done well and on time is more important than doing it "perfectly." Absolutelv perfect performance counts against you if it interferes with your carrying your share of the work load and completing a task or project.

4. **Do a little more than is expected of you.** Lots of tasks at the work place are in no one person's job description. Things just happen and they have to get done. Simply doing only what is expected of you -- and no more -- is no way to make yourself needed, wanted and appreciated at the work place.

5. **Learn to translate "boss-eze."** Many bosses don't like to sound bossy. They say things like "We're running out of bond paper" when they really mean, "Go get some more bond paper."

6. **Get along with your co-workers.** Don't go running to the boss to complain about something somebody did -- or didn't do. Try to figure out ways to smooth things over yourself.

7. **Learn what other people in the organization are doing.** What were last year's big triumphs and failures? What is being planned? What are the organization's major goals and fears? How does your job connect with all this? Read in-house and trade publications to be aware of what's going on in your company and in the profession or industry generally.

8. **Learn the importance of timing.** If you have a suggestion or complaint to make, do it when the time is right -- not when your boss is rushing to meet a deadline or ready to walk out the door at the end of the day.

9. **Tell the truth.** Whatever it is, lying about it won't help. When people are caught lying, they lose their credibility and have a hard time recovering it.

10. Don't make assumptions about other people. We all have our own standards, goals, rules and ways of doing things on the job. Don't assume other people's standards, goals, rules and ways are -- or for that matter should be -- exactly as yours.

11. Even if you are right, let other people win sometimes. Everyone appreciates support from their co-workers. It's hard to work with know-it-alls.

12. Use common sense in applying these or any other business-behavior rules to your own workplace. No rule works in every situation.

"Things Your Boss 'Just Expects You to Know'," Work Family Life, Anne Perryman, March 1993.

Life Skills Required by 21st Century Employers

"Today's technology is so exact and refined that only a person who thinks freely and critically can use it well - a person who has been taught by age eight that he has rights and responsibilities..."

A 1990 issue of TEAM magazine compares employers' expectations in the past and future as follows:

Expectations of Employers

Past	**Future**
Doers	Thinkers
Single repetitve	Quality circle approach (cooperation)
Individual piecework	Team centered
Autocratic	Participatory
Single job in lifetime	Flexible learners
Use of simple machines	Technology knowledgeable
Single task orientation	Information processors

A 1991 Labor Department report calls for these competencies in future employees:

- learning to learn communicating with others
- adaptability - creative and critical thinking and problem solving
- personal management - self esteem, goal setting/motivation, personal/career development
- group effectiveness - interpersonal skills, negotiation and teamwork
- reading, writing and mathematics

Five universals Kansas 4-H has identified as basic for all children and youth to develop in assuming self-directing and contributing roles of tomorrow's workplace, home and community. They are:

Relating to others - with effective listening, oral and written communication; by expressing ideas and feelings, respecting differences among people, dealing with conflict and applying democratic practices in problem solving.

Decision making skills regarding education, relationships, careers and healthy living by using knowledge and skills to define values, analyze problems, select alternative solutions and live with the consequences of decisions.

Developing a concern for the community and others - respecting differences in others and assuming responsibilities to help are important in welcoming those who are different in 4-H activities, assisting young members, planning and conducting day camps for community children, participating in retirement home visits and sharing in community service projects.

Developing an inquiring mind - a spirit of inquiry as young people develop critical thinking skills in exploring projects, setting goals, making choices and evaluating efforts.

Building a positive self-concept - As young people feel responsible for their own actions and accepted by others, they can be more successful in meeting increasingly difficult challenges, providing leadership for others, sharing their feelings and ideas, accomplishing goals they set for themselves and evaluating the progress they make.

(Source: "Life Skills Required by 21st Century Employees," 4-H Journal, Dale Apel, April, 1994.)

A frequently heard complaint among employers is that students are not prepared for the work world when they leave high school. Employers are not only concerned about adademic skills, such as communication and math, but they are also referring to job skills -- qualities that students must have to succeed as workers. Among these are a good attitude, dependability, and leadership

A Good Attitude
Having a good attitude means doing a job well for its own sake, not only for a paycheck at the end of the week. It means showing respect for supervisors and co-workers. It means treating customers and others with courtesy, even when you feel like they don't deserve it.

Attitude brings about its own rewards. When your attitude is a positive one, it can be contagious. A co-worker or a customer who has negative feelings can often be turned around under your influence. A positive attitude also works its magic on you. When you find pleasure and satisfaction in the jobs you do, no matter how small, the good feelings you have grow and develop, boosting your own self-esteem.

Dependability
Dependability begins with showing up -- on time, as scheduled, and mentally and physically ready to work. Sadly, not every worker does this. Dependable workers do not try to take time off or reschedule their work hours whenever it meets their convenience.

Honesty is also part of dependability. Teens who are careless at the cash register, who purposely give their friends too much change, and who take company products for personal use are showing their employer that they cannot be relied upon to do what is good for the business.

Leadership
Employers also look for teens with leadership ability. They want energetic, self-confident people who are not afraid of trying to solve problems. A person who shows that he or she can take charge of a situation and get others to work together is a valued asset.

Developing the Skills
How do employers decide if a job applicant has these and other important job skills? Many look at participation in extracurricular activities for clues about a student's potential work performance. Many qualities needed for success in extracurricular activities -- a good attitude, regular attendance, dedication, and teamwork -- are also those required for success on the job.

When you consistently display the right qualities on the job, employers and co-workers will support you over time. You will build a reputation that follows you and provides a key to new and better opportunities.

(Source: Reprinted with permission from Families Today -- Extending the Text, Brenda Mendiola, Glencoe, Copyright 1994.)

Skills for the 21st Century: The SCANS Report

"More than half of our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead end work interrupted only by periods of unemployment."
(Marion Brady, "What's Worth Teaching? Selecting, Organizing and Integrating Knowledge, New York University Press, 1989.)

The SCANS (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills) report emphasizes that schools must teach a new set of skills so that young people entering the work force know how to identify and organize information and resources, relate well with others in work teams, and understand social and organizational systems.

BASIC SKILLS

Reads, writes, performs arithmetic and mathematical operations, listens and speaks well

Reading
locates, understands, and interprets written information in prose and in documents

Writing
communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

Arithmetic/Mathematics
performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

Listening
receives, attends to, interprets, and responds to verbal messages and other cues

Speaking
organizes ideas and communicates orally

THINKING SKILLS

Thinks critically, makes decisions, solves problems, visualizes, knows how to learn and reason

Creative Thinking
generates new ideas

Decision Making
specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative

Problem Solving
recognizes problems, devises and implements a plan of action

Seeing Things In the Mind's Eye
organizes and processes symbols, pictures, graphs, objects and other information

Knowing How to Learn
uses efficient learning techniques to acquire and apply new knowledge and skills

Reasoning
discoveres a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

PERSONAL QUALITIES

Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty

Responsibility
exerts a high level of effort and perseveres toward goal attainment

Self-Esteem
believes in own self-worth and maintains a positive view of self

Sociability
demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-Management
assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

Integrity/Honesty
chooses ethical course of action

Source: TRIBES, A New Way of Learning Together, 1994, Jeanne Gibbs, Center Source Publications, Santa Rosa, CA 94501 (707) 577-8233.

Teamwork Skills

"Managers in many organizations seem content with group performance. This is often because they have not thought beyond what is being accomplished to what might be achieved under slightly different circumstances. Other leaders using the same number of people, doing similar tasks with the same technology somehow manage to improve productivity dramatically by establishing a climate where people are willing to give their best and work together in teams."
(Team Building, Robert Maddux, Crisp Publications, CA, 1988.)

If a leader -- in the workplace, school setting, organizations, or in the home -- does not place a high value on teamwork, it will not occur. Teamwork takes conscious effort to develop and continuous effort to maintain, but the rewards can be great. Leaders sometimes assign a low priority to team building because they have not considered the advantages that can accrue from a well executed team effort.

A team is a highly communicative group of people with different backgrounds, skills and abilities. They share a common purpose which is clearly understood by all members. Each team member plays an assigned role, using his or her skills and talents to accentuate strengths and minimize weaknesses to the best advantage of working together in achieving clearly defined goals.

The following are some potential results of team performance:

- Realistic, achievable goals can be established for the team and individual members because those responsible for doing the work contribute to their development.
- Leaders and team members commit to support each other to make the team successful.
- Team members understand one another's priorities and help or support when difficulties arise.
- Communication is open. The expression of new ideas, improved work methods, articulation of problems and concerns is encouraged.
- Problem solving is more effective because the expertise of the team is available.
- Performance feedback is more meaningful because team members understand what is expected and can monitor their performances against expectations.
- Conflict is understood as normal and viewed as an opportunity to solve problems. Through open discussion it can be resolved before it becomes destructive.
- Balance is maintained between group productivity and the satisfaction of personal team members.
- The team is recognized for outstanding results, as are individuals for their personal contributions.
- Members are encouraged to test their abilities and try out ideas. This becomes infectious and stimulates individuals to become stronger performers.
- Team members recognize the importance of disciplined work habits and conform their behavior to meet team standards.
- Learning to work effectively as a team in one unit is good preparation for working as a team with other units.
- Teamwork and productivity go hand in hand -- increased teamwork results in increased productivity.

The true test of teamwork is synergy, Synergy means that the total is greater than the sum of the individual parts -- 1 person plus one person working together equals three (in productivity). Synergy allows people to get more done, have more fun, and have better ideas in less time.

To give team members a sense of priority, they need to know three things:

1. What he or she is doing individually contributes to the team's success.
2. How he or she does what he/she is doing individually contributes to the success of the other team members.
3. What and how the team is doing contributes to the success of the organization.

Skills for those who lead teams:

- Leadership is a learned set of skills. A successful leader has the ability to help individuals or organizations surpass themselves, do more and be more than they would have without him/her.
- Effectiveness in the organization occurs when the leader has the ability to help meet the needs of the individual team members while meeting the organization's needs. To meet the needs of team members (belonging, personal attention, and support) and the needs of the organization, the leader has to focus on two things: 1.) people, and 2.) tasks. If the leader focuses only on people, he/she is considered a nice person, but the goals of the organization are not met. If the leader focuses only on tasks, the team members become stressed and there is less accomplished.
- Leadership and team membership requires a willingness to listen and ability to express -- communication skills. Three components of good listening include: caring enough to ask/solicit the team's input; interested enough to sincerely listen; and dedicated enough to respond.
- Set high expectations for both team members and leaders -- standards to "live up to" and not to "live down to."
  Basic expectations:
  - Commitment -- members involved in decision making
  - Cooperation -- helping behavior where the helper expects no external reward; based on a shared sense of purpose and mutual gain, i.e., performance, pay (work setting), recognition
  - Communication -- listening, speaking, sharing information and ideas, resolving conflict
  - Contribution -- doing one's part and more
- Steps to dealing with a problem team member:
  1. Diagnose the cause. "Why isn't this person cooperating or participating?"
  2. Discuss. Get information. Involve the person.
  3. Coach. See if leadership can resolve the problem. The problem may be a leadership problem or a team member's problem.
  4. Agreement from the team member regarding the behavior that will change.
  5. Reinforce, either negatively or positively, when the team member isn't or is doing what he/she is supposed to do.
  6. If, despite the leader's best efforts, the problem is not corrected, then the person can be removed from the team. The leader cannot sacrifice the good of the team for the benefit of the individual.
- Encourage team cooperation through a sense of mission or purpose, operate from a set of values (what's important to the team), set goals, and develop an action plan.

Levels of Dress

Solving the problem of clothing planning, purchasing, and management is a continuing process throughout life. Roles change, and it follows, that clothing choices will also change. As people move into the workforce, interview for jobs, and move up within a certain job or career, it is important to know that clothing and appearance is a key to presenting and maintaining a competent, professional image at work.

Clothing is a leveled system with each level projecting a different amount of competence, authority, and confidence. When a person recognizes the level that best fits his or her current working situation, workplace environment, and present work position, he/she has the freedom of moving up or down one level from that starting position, depending on the activity of that particular day, or depending on the image he/she wants to portray.

Level 1
The dark business suit; may be black, navy, burgundy, gray, and a few others.
Projects a sense of the traditional; the woman in charge; a solid leader in an established company.
This level 1 business suit is becoming less and less visible in the last few years. However, in certain fields, usually tied to money (stockbroker, banking), it may be important to continue wearing the dark business suit.

Level 2
This level is slowly replacing level 1. It is still the business suit necessary in many fields to project authority and management confidence -- management of others or of self.
The difference at level 2 is the color of the suit.
Today's strong, confident, competent female manager is seen as directive in a suit of strong color -- cobalt blue, fuschia, gold, majenta, red, violet -- any color that is vivid and clear. The colors of pink or sky blue, mint green, light yellow -- seem not to translate into competency.
The suit must also be clean in line -- no lace, ruffles, or cute touches that draw attention away from the composite look of strength and character.

Level 3
This level takes the concept of a jacket very visible in levels 1 and 2 and pairs it with the simple, clean line of a business dress. Today, that business dress is acceptable in many settings.
When we wear a business dress and jacket, we have the comfort of a dress when we sit and do our work. Then, when we go to a meeting or go out in public, we can put the jacket on to portray the competence we want.

Level 4
The business dress alone; needs to be of good, strong color, very simple in line; no ruffles, lace, or cute touches.

Level 5

The pant suit that is all one color and all one fabric has become somewhat acceptable in many traditional, but creative work settings.

It incorporates the jacket, enhancing the authority and the clean lines of well-fitting pants.

Dangers that will take away from this level are wearing a pants suit of pastel colors, cute and adorable touches, or tight, form-fitting pants.

When the jacket is off, it becomes a casual top and pants.

Level 6

The skirt and tailored shirt; when this look is done well, it resembles the level 4 business dress with strong color, avoidance of fussy, cute details, and the length is acceptable.

Level 7

The skirt and blouse

At this level we're able to add a ruffle or something of traditionally feminine interest. This is the look that can mimic the soft, pretty dress that would be at this same level.

May use a pastel color or a soft print.

Allowing more feminine touches will not allow as much authority.

Level 8

The pant alone with a tailored shirt.

When this is done well with attention to color and clean lines, the effect can be strong and solid.

Level 9

The same pair of pants with a soft blouse

A much softer look; delivers a softer promise of ability and competence.

Level 10

Play clothes; can incorporate knits, shorts, culottes; many looks that indicate an 'out to have fun' appearance; very casual.

At all levels of clothing, remember:

*The more traditional the look, meaning the cleaner the line and the color, the more we project competence and authority.

Clean lines mean: a defined collar instead of a boat-neck, cuffs rather than push-up sleeves, a belt rather than a bloused look, wearing a straight hem rather than something with lots of ruffles or up and downs such as a petal look.

*It's important to be aware that we are not trying to say that we aren't feminine, we are, but to put softness under a jacket (pastel or drapey effect in a blouse or soft print) so that the jacket delivers the authority, and the soft touches deliver the person.

*Each person chooses the level of clothing that is most appropriate for himself/herself in the workplace situation, his/her personal preferences, and for the image of competence he/she wants to project.

Teaching-Learning Interaction

Career choices

LC
BWF D
WPBS 4 13 15

1. Handout: **What Do You Want to Be When You Grow Up?** (D 105)

   Tell students: You are to imagine yourself working in your ideal job. Think about what you would be doing, where you would work, and what kind of satisfactions you would like to get from the job.
   Students are to complete the handout.

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BWF D
WPBS 4 13 15

2. Handout: **Career Choice Questions -- Background Information** (D 59)
   Students are to read the information and write several paragraphs explaining what they have done regarding career choices and career planning. They may describe work/activities/experiences/etc. they feel have helped them in the career planning process or moved them toward a career choice.
   They should explain where they see themselves in the career planning process at this time in their lives.

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13 15

3. Handout: **Career Planning Roadblocks -- Background Information** (D 60, 61)
   Transparency: **Think-Write-Share-Compare -- Career Planning Roadblocks** (D 106)

   Divide students into cooperative learning groups. They are to read the background information and then follow the instructions on the transparency. The instructions have the students identify the roadblocks from the reading material and then identify their own experiences with some of the roadblocks.

Achieving career goals

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BWF D
WPBS 4 8 9 13 15

4. Students are to **respond to the following statements** by using these signals:
   * strongly agree: hand held high, wave in a circular motion
   * agree: hand held high
   * no opinion: wave hand back and forth in front of self
   * disagree: thumbs down
   * strongly disagree: thumbs down and wave in a circular motion

Statements:

- Anyone can get a job to earn money.
- Anyone can have a career -- it's as easy as getting a job.
- There is just one career that is best for an individual.
- Our social class has an effect on the career we choose.
- Parents and other family members influence our career choice.
- Peers have an impact on the career we choose.
- School influences our career choice.
- Work experiences help relate your school or academic training with the workplace.
- Career goals give direction to career preparation and career development.
- Career goals give direction to career advancement.
- Without career goals, individuals have no sense of direction, no guide for action, and no reason for working.
- Lack of educational goals is one factor in teens dropping out of school.
- Having low occupational aspirations is a factor in teens dropping out of school.

Discussion should occur during this process of responding to the statements.

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WPBS 4 6 11 13 15

5. Divide students into cooperative learning groups. Each group is to **write three personal goals** and **three family goals.** Share lists/goals with the class and compile them on an overhead transparency or chalkboard. **Determine how work could be a means of achieving these goals.**

Discussion questions:

- How might these personal goals affect a person's career?
- How might these family goals affect the career involvement of family members?
- How can having a career help in achieving personal goals? Family goals?

LC SS
BWF C D
WPBS 4 11 13 15

6. Prepare slips of paper for each class member. Write "employed" on all of the slips of paper except for four slips. On those four slips write "unemployed". Put the slips of

paper into a container. Students will draw, one at a time, a slip of paper. If they draw a slip with "employed" written on it, they are to explain to the class how work/ employment would help them achieve their personal and family goals. When a student draws a slip with "unemployed" written on it, they are to **look at their personal and family goals and tell how these goals would be affected if they were unemployed.**

As a class, make a list of **reasons why people might become unemployed,** such as those on the following list:

1. Temporarily out of work
2. Disabled (physically or mentally)
3. Too young to work
4. Too old to work
5. Working at home to care for children
6. Supported by someone else
7. Lose welfare benefits if employed
8. Spouse won't allow you to work
9. Lack of transportation to work site
10. Fired from a job

Discussion Questions:

* How does unemployment in each of the situations affect self? Family members? Society?
* How would you get income to live if you were unemployed?
* Is it acceptable to be unemployed? Why or why not?
* How are personal and career goals affected by unemployment?

LC SS
BWF A C D
WPBS 4 9 11 12 13 14 15

7. Invite a **motivational speaker,** such as a university career center director, probation officer, human relations director, technical school recruitment officer, or U.S. Armed Services representative, to **address the value of career, of setting short-term and long-term career goals, of a positive attitude toward career, and of experiences to help one achieve career goals.**

Following the presentation, evaluate the speaker's message using the questions below.

Discussion Questions:

* Why was work important to this person?
* What background experiences did this person have that gave him or her the

ability to do this job?
- How did this person's career choice affect his or her family?
- If you wanted to do this kind of work, how could you prepare for such a position? What would be your short-term and long-term goals?
- Why are these types of goals important?
- What happens when a person has long-term career goals without short-term career goals?
- What happens when a person has no career goals?
- When should you begin planning your career?

Career planning

LC
BWF A D
WPBS 6 13 15

8. Transparency: **Definitions For the World of Work** (D 107)

Divide students into cooperative learning groups. Students are to **develop definitions for the words 'job' and 'career',** that distinguish between the two terms. Share your definitions with the class. Explain why it is important to know the difference between these two words when planning for a lifelong career.

Discussion Questions:
- Do you plan to have a career? Why or why not?
- What would happen if everyone viewed their work as a career?
- What would happen if everyone viewed their work as a job?
- How would the goals for a job and the goals for a career be similar? Different?

Show the transparency and discuss the definitions for work, job, occupation, career, and career ladder.

Work -- any activity that results in a useful product (can be paid or non-paid work)
Job -- a position in which a person works to earn a living (may have several jobs in a lifetime)
Occupation -- a job title or a type of work (nurse, business manager)

Career -- refers to the work that a person does over a period of years, usually in a particular field or area

Career ladder -- several jobs over time build on the experiences and skills of a previous job

LC
BWF A B C D
WPBS 4 8 12 13 15

9. Handout: **Career Planning -- Background Information** (D 62 - 71)
Note: This background information may be used by the teacher as a resource for lecture and/or discussion or the students may use the information as a resource.

Handout: **The Six Steps in Career Planning** (D 108, 109)
The teacher will present an overview of the six steps or small groups of students could each take a section and present an overview. All students will take notes on the handout.

Step 1: Self-assessment

LC SS
BWF A C D
WPBS 4 8 13 15

10. Transparency: **Factors Affecting Career Goals** (D 110)
Show the transparency and have the students rank the factors according to how strongly each would influence their career choices. Justify your rankings.

1. Personal goals
2. Personal values
3. Gender
4. Friends
5. Family
6. Community
7. Teachers
8. Lifestyle
9. Interests
10. Skills

Discussion Questions:

- * Which of these personal factors has the greatest influence on your career choice? Why?
- * Which of these personal factors has the least influence on your career choice? Why?
- * Which of these factors can you control?

LC SS
BWF A C D
WPBS 4 13 15

11. Handout: **A Dictionary of Me** (D 111, 112)
Students are to complete the handout by evaluating personal qualities that affect career choice. Upon completion, students should identify three strengths they would like to continue to build on, and identify three characteristics they would like to change.

Discussion Questions:
* How can an awareness of your personal qualities affect your choice of a career?
* Are there some career choices that are more suitable to specific personality characteristics than others?
* What could happen if you chose a career that was not compatible with your personality characteristics?

LC SS
BWF A C D
WPBS 4 13 15

12. Handout: **Ability and Interest Self Assessment** (D 113, 114)
Students are to complete the self assessment and answer the questions at the conclusion of the assessment.

LC SS
BWF A C D
WPBS 4 13 15

13. Handout: **Values and Interests That Affect Career Choice** (D 115, 116)
Students are to complete the self assessment and answer the questions at the conclusion of the assessment.

LC SS
BWF A C D
WPBS 4 13 15
FHA/HERO

14. **FHA/HERO Integration**
Invite your guidance counselor to class to discuss the role of personal interests, talents, skills, and personality traits in making career choices. Begin the meeting by having each student write their name on a paper and taping it to the back of their chair. Students are to circulate around the room and write a word or phrase on each chapter member's paper that describes the specific talents, skills, or personality traits of that chapter member. When completed, students are to return to their chairs and read their list. Then have the guidance counselor explain how information about interests, talents, skills, and personality traits can be used in career planning.

**Step 2:
Career
Exploration**

LC SS
BWF A C D
WPBS 4 13 15

15. Handout: **Job Costs** (D 117, 118)
Students are to select two careers that they have an interest in. Those two careers will be explored from the perspective of job "costs" or job requirements. Upon completion, the students should answer the questions at the end of the handout.

LC SS
BWF A C D
WPBS 4 13 15

16. Handout: **Do You and the Job Fit?** (D 119, 120)
Students are to use the same two careers they selected in the previous teaching-learning interaction to assess if they have the characteristics and abilities needed in those specific jobs.

Discussion Questions:

- * What did you find when you compared what the job needs were and the abilities and characteristics you had that would fulfill those needs?
- * How did you feel if/when you met the majority of the job needs?
- * How did you feel if/when you did not meet the majority of the job needs?
- * What can you do if you do not meet the needs or requirements of the job?

LC SS
BWF A C D
WPBS 4 9 13 15
FHA/HERO

17. **FHA/HERO Integration**
Working with the school guidance department, other vocational student organizations, or your student government, plan a "Career Week" that would include speakers from various occupations. The speakers would present information about why they selected that career; work experience, education, and training required for the job; qualifications for the job; advancement and promotion opportunities; and beginning salary for the occupation.
Following each speaker's presentation, students are to write a summary of the information presented and write a thank you note.

LC SS
BWF A C D
WPBS 4 9 10 11
12 13 15

18. Divide students into cooperative learning groups and have them develop questions for an **informational interview with a person in a job or career that interests them.** Each group of students will develop a set of questions, share their questions with the class, and then, through consensus, the

entire class will compile a final set of interview questions.

Using the standard set of informational interview questions, each student is to call and make an appointment with a person who holds a job that interests them, interview the person, and write a thank you note following the interview. Also, each student will present the information gathered at the interview to the entire class. Compare and contrast job requirements, job benefits, opportunities in the field, special factors, etc.

Suggestions for informational interview questions:

1. What is the title of your job?
2. How did you get this job?
3. How long have you been working at this job?
4. What special skills or training did you need to qualify? How could a young person get these skills?
5. Were there other jobs that you held that helped you prepare for this job? If yes, what were they?
6. What do you do on the job? What are the tasks/skills you perform?
7. What are the major advantages or benefits to you in having this job?
8. What are the major disadvantages to to you in having this job?
9. How does your career choice reflect personal and family goals? How does your job affect your personal and family life?
10. What advice would you give to a young person who was interested in the same kind of job?
11. What is the starting salary or wage for jobs in your field?
12. What are the opportunities in the future for this job? Will there be many jobs available for young people? Where will most of the jobs be available?

LC SS
BWF A C D
WPBS 4 9 10 11 12 13 15

19. Handout: Job-Shadowing Experience Evaluation (D 121)
Plan a job shadowing experience, in which the student spends time on the job with a parent, family member, or person who is engaged in a career he/she would like to pursue. Decide

on a specific date and time frame for the experience. Write a letter of explanation about the shadowing experience to parents with a permission slip authorizing student participation. During the shadowing experience, students are to interview the persons they are shadowing with the questions given below. Students are to write a written report summarizing their experience, complete the top portion of the evaluation, and submit the bottom portion of the form to the person they shadowed for completion.

Interview Questions:

1. What influenced you to select this career?
2. How does your career choice reflect personal and family goals?
3. What do you like best about your present job?
4. What education, training, volunteer work, or personal experiences were the best preparation for this job?
5. What do you see as the availability for jobs in your field in the next 5 to 10 years?
6. What is the starting salary or wage for jobs in your field?

**Step 3:
Targeting**

LC SS M
BWF A C D E
WPBS 4 6 13 15

20. Handout: **Is Parenthood a Lifetime Career?** (D 123) Have students complete the handout individually and then compare their answers with others in small groups. Have students find the average number of "child care years" in their group and then determine a class average.

Discussion Questions:

- Why do you consider/not consider parenthood as a lifetime career?
- In what ways does the career of parenthood impact your work-related career? Your decision regarding career choices?
- What impact does the average number of "child care years" have on your career? Your decision regarding career choices?
- How do families or individuals handle the conflicts that result from the career of parenthood and a work-related career?

LC SS
BWF A C D F
WPBS 4 8 11 12
13 14 15

21. **Handout: Practical Problem Solving Think Sheet** (D 125, 126)
The students are to use the handout to "target" or zero in on a career or job choice. The main question or problem to be solved is 'What career do I want to pursue?'

Note: Students will be at various levels in the career exploration/career decision making process. Some will consider this problem solving process extremely difficult with a lot of unknowns. Other students will already have a clear picture of where they are heading with their career. Allow for the variability.

*Note: Additional information and teaching-learning interactions on career exploration and career decision making are available in the Financial Management section (K) of this curriculum.

Step 4:
Career Preparation

Step 5:
Marketing Yourself

Step 6:
Career Management

22. Note: Several of the following teaching-learning interactions will assist the student in the steps of career preparation (particularly the personal attributes), marketing yourself (knowing skills, training, and attributes), and career management (keeping the job and advancing). Some skills and personal characteristics are essential in all three steps.

LC SS
BWF A C D
WPBS 4 6 13 15

Divide students into cooperative learning groups. Students are to imagine that they are the employer and make a list of characterisitcs and skills that would help workers succeed in their company. Share lists with the class and compare.

LC SS
BWF A C D
WPES 4 6 13 15

23. **Handout: Characteristics and Skills Needed For Worker Success** (D 127 , 128)
Students are to select the top ten skills and characteristics that they think employers selected in a survey of 50 Kansas employers, human resource personnel, and/or supervisors. After selecting the top ten, have them rank them with 1 being the highest and 10 being the lowest. Have students put a minus sign by the five

characteristics/skills they think employers thought were the least important.

Transparency: **Employer Survey Results -- Characteristics and Skills for Worker Success** (D 129, 130, 131)

Show students the survey results.

Note of explanation: In the spring of 1994, 86 Kansas employers/human resource managers/ supervisors were asked to identify the top ten skills and characteristics they wanted/ needed/required in their employees. Out of given list of 29 characteristics and skills they marked their top ten choices, or they could add their own ideas. The survey results indicate the percentage of employers who placed that characteristic or skill in their top ten.

Discussion Questions:

- How do the employers' top ten compare with the top ten you selected? What were the differences? What were the similarities?
- What characteristics and skills surprised you by being placed in the top ten? By being in the lowest 5?
- When the characteristics and skills fell into the lowest five, what does that mean about their importance to employers?
- Which of these characteristics and skills can you control as an employee?
- What would work be like if everyone had the top ten characteristics and skills?

Divide students into small groups and give each group one of the top ten characteristics and skills. As a group they are to answer the following questions and share their answers with the class.

1. What would the workplace be like if workers did not have this characteristic or skill? Give specific examples or situations.
2. What would work be like if your employer did not have these characteristics or skills?

LC SS
BWF A C D
WPBS 4 11 13 15

24. Handout: **Personal Effectiveness Grid** (D 132)
Students are to evaluate the strength or weakness they have with the top characteristics and skills identified by employers.

After completing the grid, students are to star their five highest characteristics/skills and write a paragraph for each one explaining how these strengths will help them prepare for a career, market themselves, and manage/advance in their career. Also, students are to place a minus by the three lowest characteristics and write a paragraph for each one explaining how those weaknesses would/could be a detriment to them in their career preparation, marketing, and management/advancement.

LC SS
BWF A C D
WPBS 4 11 13 15

25. Handout: **Working on Work Habits and Attitudes** (D 133)
Students are to complete the handout.

Discussion Questions:

- * How do your experiences in school reflect the experiences you will have in a work environment?
- * Which of these attitudes and work habits are easiest for you to control? Most difficult? Why?
- * What would happen if everyone in your school and workplace demonstrated these attitudes and work habits?

LC SS
BWF A C D
WPBS 4 11 13 15

26. Handout: **School Achievement and the Workplace** (D 135, 136)
Divide students into cooperative learning groups of three. Each student is to select one of their top career choices to evaluate with the small group. With each career, they are to identify which school subjects would be of help or assistance and identify how they would contribute to preparation in that career.

Individually, students are to write several paragraphs explaining their strengths and weaknesses in school subjects regarding preparation for their career.

LC SS
BWF A C D
WPBS 4 6 9 10
12 13 15

27. Handout: **Things Your Boss 'Just Expects You to Know' -- Background Information** (D 73, 74)
Handout: **Life Skills Required by 21st Century Employers -- Background Information** (D 75, 76)
Divide students into small groups and assign parts of the background information to each group. Each group is to read, summarize, highlight main points, and give an example of how it would apply to career preparation, marketing yourself, and managing/advancing in a career. Present information to the class.

Discussion Questions:

- * More teens are fired from their jobs than any other age group. Why do you think this is so?
- * Where can you demonstrate such job skills as dependability, leadership, and team-work?
- * Do you think employers expect too much from teen workers? Explain.
- * How is the employer impacted by the skills, characteristics and attitude a teen brings into their workplace?

LC SS
BWF A C D
WPBS 4 6 9 10
12 13 15

28. Handout: **Skills for the 21st Century: The SCANS Report -- Background Information** (D 77)
Divide students into cooperative learning groups. They are to read through the background information and discuss/answer the following questions:

1. Why do you think there is a shift in the work skills needed for the 21st century? What is different in the workplace now that might be requiring these changes?
2. How are schools, communities, families, and individuals providing experiences and learning opportunities so students can acquire these skills? Be specific.
3. What could be done to improve the opportunities for students to develop these skills?
4. Who is responsible for teaching/providing/learning these new skills?

After students have discussed these questions in small groups, return to a whole class group to share ideas and discuss further.

LC SS
BWF A C D F G
WPBS 4 6 8 9
10 11 12
13 14 15

29. The following three exercises are to demonstrate the value of and skills required in **teamwork or cooperative learning.** Teamwork is one of many skills employers believe students should learn and practice in the school setting so as to be able to bring that skill with them into the workplace.

Do not introduce this interaction as having anything to do with teamwork/cooperative learning at this point. Simply tell the students that they are to individually complete the exercise without any talking or sharing of ideas, and that you will allow 2 minutes for them to complete it.

The Paper Cup Challenge Exercise: Give each student a piece of paper and ask him/her to draw a line down the center dividing it into two sections. Display a styrofoam cup and ask them to write down all of the ways they can think of for using it.

At the conclusion of two minutes, ask how many were able to think of ten ways? Nine? etc. Have them write that number on their sheet of paper.

Ask the students to form teams of three persons each. As a team, have them write down all of the uses for a paper cup. They may combine the ones they already have and add any additional ones that come to mind. After two minutes, ask how many came up with more than when they worked alone.

Generate a discussion on why they were more successful as a team: (points they may come up with)

- more ideas
- others had ideas I didn't think of
- someone else's idea "triggered" an idea in my mind
- someone could write while others thought or shared ideas
- motivated by others in the team
- felt responsible to others so I thought harder so I could contribute
- someone praised my idea so I worked harder
- cooperated on the task

Handout: **Teamwork Skills -- Background Information** (D 79, 80)
Students are to read the information individually, write down the three most important points, and then share and discuss in a small group. After discussing each person's main points, by consensus, they are to decide on the three most important points from their group that they will share with the whole class.

Handout: **Teamwork Processing Skills** (D 137)
Divide the skills listed in the handout among the small groups. They are to demonstrate the "right" and "wrong" way to use that specific skill in a cooperative learning/working group.

Handout: **Teamwork Processing Skills -- Assessment Form** (D 138)
Explain the assessment form to the students.

Divide the class in half. Half of the students will serve as evaluators/assessors, the other half will be a part of a team completing an exercise. The half who are to be team members should form groups of three and sit together as an "inside circle". The half who are to be evaluators should form groups of three and sit together as an "outside circle". The evaluators will use the assessment form to evaluate the team members as they complete the exercise:
Handout: **Alphabet Soup.** (D 139)

The answers to Alphabet Soup are as follows:
1. X; 2. S; 3. H, L, T; 4. Z; 5. X
a. J; b. I; c. B; d. T; e. L; f. Q; g. P; h. C; i. U.

Reverse the roles of the students and have the teams complete the exercise:
Handout: **Triangulating on Triangles** (D 140)

The answers to Triangulating on Triangles are as follows:
There are a total of 47 -- ACE, FBD, AED, AEH, AEB, AFC, AFH, AFD, AFB, FEB, FCE, FEJ, FEH, DEA, DEB, DEH, DEG, DEF, DCH, DCA, DCB, ECH, ECB, ECF, ACH, ACD, AFC, ABG, ABH, ABD, BCI, BCH, BCF, BGH, BHI, HID, HJD, HJF, HFG, FED, FHD, FBJ, BJD, BFH, BHD, FID, FGD.

Have the students on the teams complete a self-evaluation, then have the evaluators share their assessments with the teams.

Discussion Questions:

- How easy or difficult was it to put into practice some of the teamwork skills? Which skills were easy? Difficult?
- Why were some skills easy to put into practice while others were more difficult?
- If we don't practice these skills as students, how easy or difficult will it be to use them when we are in the work setting? Why?
- What "benefits" or "positives" resulted from using the teamwork skills?
- What will happen if teamwork skills are practiced or used on a regular basis?

Step 5: Marketing Yourself

LC SS
BWF A D
WPBS 4 9 11 13 15
FHA/HERO

30. **FHA/HERO Integration**
Invite the leader of a small business, a personnel director or a human resource manager to present information regarding what employers are looking for when seeking a new employee. Ask the speaker to cover resumes, cover letters, applications, interviewing, appropriate dress, appropriate telephoning, etc.

LC SS
BWF A D
WPBS 4 6 8 9 10 11 13 14 15

31. Divide students into cooperative learning groups and have them **brainstorm ideas for a "pretend" business** to be established (on paper only) in the classroom. After brainstorming, each small group will choose one of their businesses and try to sell it to the class. After hearing from all of the small groups, the class will vote to determine which "pretend" business the class will have.

Move back into small groups to brainstorm names for this business. Vote to determine the name.

Move back into small groups and brainstorm a list of jobs this business might require. List all of the job ideas on a transparency, and, as a class, determine which jobs will be offered through this business.

On large pieces of newsprint, write the job names and distribute one to each small group. Using markers, students are to divide the sheet of paper in half. On one side they are to write the job description and tasks that would be performed by the person doing this job. On the other side of the paper, have the students write the characteristics and skills that are required.

Based on the job description and requirements, have the students write a want ad for this position. (Have newspaper want ads available for students to look at.)

Post the newsprint paper/job description on the wall and have the groups explain the job to the class. Read and post the want ad also.

Students will then decide on which job they would like to apply for.

LC SS
BWF A D
WPBS 4 6 8 9 10
11 13 15

32. Assessment

Handout: **Presentation/Group Work Rubric** (D 143)

Divide students into cooperative learning groups and assign one of the **Marketing Yourself** topics listed below to each group:

- resumes
- cover letters/letter of application
- application
- interviewing
- appropriate dress, manners, behaviors
- follow-up with the employer after the interview
- telephone etiquette when calling for job leads/information, responding to an ad

Each group is to use the planning process to determine how they will carry out the project; use teamwork/group process skills when working together on the project; use a variety of resources to research their topic for a depth of understanding; develop a rubric that will be used to assess students' work (application, resume, etc.); and present the information to the class. The presentation format is up to the students and may include: skits, role playing, sample forms or letters, a poster, good/bad examples, etc.

After the research and presentations are completed, each student is to complete a resume, cover letter, letter of application, an application, a letter/note to follow-up after an interview. These should be turned into the teacher as they are completed.

They will be evaluated by the student group who presented the information on the specific topic (such as, resume) and developed the assessment form/rubric. The teacher will also evaluate using the same assessment form.

There are three options to choose from when interviewing: the student group who presented the information on interviewing and developed the rubric may do the interviewing of each student, the teacher, or the school district person who does the hiring, or the school counselor. Each student will go through an interview and will be assessed using the rubric developed by the student group. Appropriate dress, manners, and behavior will be evaluated at the same time as the interview.

Telephone etiquette/calling will be demonstrated and evaluated in pairs. Pairs of students will develop a short skit demonstrating an applicant talking to the employer.

Provide lots of feedback to the students as they complete each part of the **Marketing Yourself** process. As a teacher you may decide if you will identify which students would receive the job as a way to further emphasize the importance of how to market yourself, or decide that the assessment forms provided enough feedback.

Students, as well as the teacher, are to complete the **Presentation/Group Work Rubric** for each team.

LC SS
BWF A D
WPBS 4 8 13 15

33. Assessment

Handout: **Employability -- Job Readiness Skills Portfolio** (D 141)
Handout: **Employability -- Job Readiness Skills Portfolio Assessment Form** (D 142)

Go through the handouts with the students. Students are to put together a portfolio, self-evaluate the completed portfolio, and have the teacher evaluate it.

These portfolios should be kept by the students to use when applying for a job.

Step 6: Career Management

LC SS
BWF A C D
WPBS 4 11 13

34. Handout: **Career Management -- Levels of Dress -- Background Information** (D 81, 82)
Transparency: **Clothing Communication** (D 145, 147)
Handout: **Communicating the Image I Want to Project** (D 149)

Use the first two paragraphs from the background information as your introduction to this teaching-learning interaction.

Show the transparencies, **Clothing Communication**, one at a time. As you show each picture, ask students to write down two to four words/adjectives that describe the person (describes the person, not the clothes; i.e., happy person, outgoing, reserved, energetic). Have students share the words they wrote down.

Discussion Questions:

- Was there agreement or disagreement on the words that described the persons in pictures? Why?
- What was it about each picture that made you choose those descriptive words?
- How important/unimportant are your appearance and clothing choices in regard to the image you portray?
- How might your appearance and clothing affect your career management/career advancement?

Have students complete the handout, **Communicating the Image I Want to Project.**

LC SS
BWF A C D
WPBS 4 11 13

35. Handout: **Career Management -- Levels of Dress -- Background Information** (D 81, 82)

There are two options for completing this teaching-learning interaction.

Option 1: The teacher may develop posters depicting the different levels of dress based on the background information and have the students work together in groups to determine the order of the levels from most professional to most casual.

Option 2: In cooperative learning groups, the students may use pattern books, magazines, catalogs, etc. to cut out pictures and develop posters depicting each level of dress.

Discussion Questions:

* What are the basic differences in the image portrayed at the different levels of dress?
* What specific things about the clothing determine these differences?
* Is there specific clothing that is "right" for most all jobs? Why or why not?
* What determines the image that should be portrayed at a job/workplace?

LC SS
BWF A C D
WPBS 4 11 13
FHA/HERO

FHA/HERO Integration

Using the Power of One information, students are to select three careers or jobs they are considering. On a sheet of paper, the student is to write the job at the top, select and attach 2 to 4 pictures of clothing that would be appropriate for that job, identify the level of clothing from the background information, and write out why they think that level of clothing would be appropriate.

LC SS
BWF A C D
WPBS 4 6 8 11
13 14 15

Divide students into cooperative learning groups. Tell students: **Employers have expectations of their employees.** Some of those expectations are determined by legal requirements, others affect the health and well-being of employees, and others affect the relationships of workers and employers.

Have students give examples of expectations determined by legal requirements; employee well-being; and relationship expectations.

In small groups, students are to develop and write an **"Employee Handbook"**. The students are to assume the role of the employer when writing the rules/expectations for the Employee Handbook.

When the Employee Handbooks are completed, each group should share the information with the class.

Discussion Questions:

* Why are rules/employee expectations necessary in the workplace?
* Are the rules usually given in written or verbal form? Why?

* Are there rules for the employers as well as the employees? Why or why not?
* Are the rules the same for employees and employers? Why or why not?
* What are some things that may happen if the rules are not followed by the employee or employer?

Debriefing

Content: How do career goals impact individuals and families?

How do the roadblocks impact career planning?

What strategies would you use in planning and developing your career?

How does the career of parenthood impact an individual's work career?

What insights do you now have regarding workplace needs in the 21st century?

How did the characteristics and skills identified by employers impact your career development and career planning?

Process: In what ways was it beneficial to assess interests, skills, and personal attributes in relation to workplace needs?

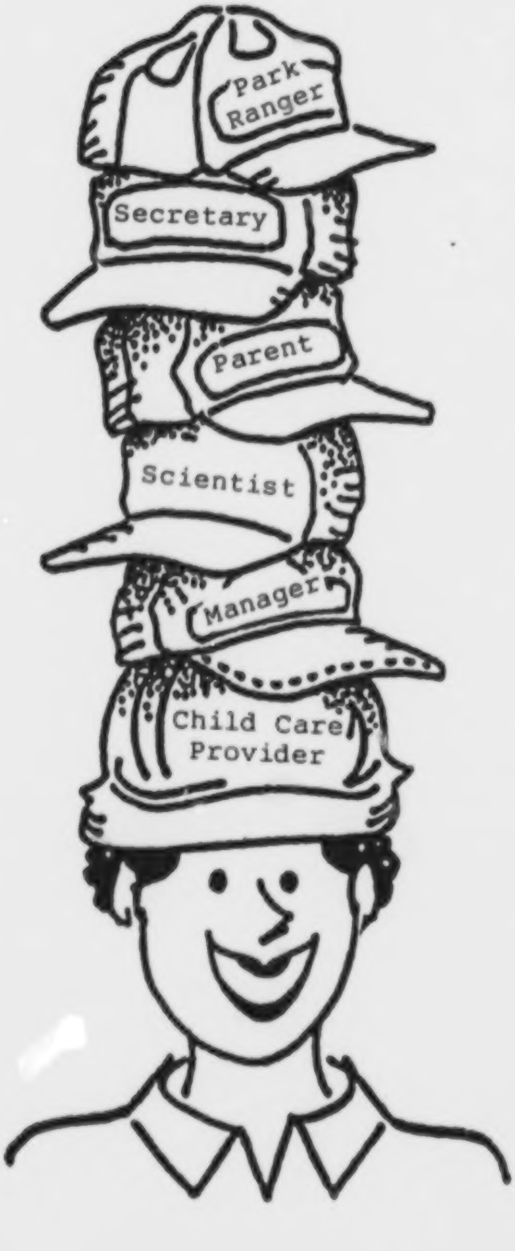
Why was it beneficial to compare your interests, skills, and personal attributes with employer expectations?

Describe how the process of identifying school subjects that were helpful in developing career skills assisted you in seeing the connection between school and the workplace.

In what ways was it beneficial to practice teamwork skills and the process of working cooperatively?

Assess how communication skills affect the workplace?

What Do You Want to Be When You Grow Up?


Park Ranger
Secretary
Parent
Scientist
Manager
Child Care Provider

- * What would you be doing?
- * Where would you work?
- * Who would be your employer?
- * How much money would you earn?
- * How would you look while working?
- * What kinds of effort would you put into your job?
- * In what ways would you be working with other people?
- * What would you like most about your job?
- * What would you be accomplishing in your job?
- * How would you be balancing work and family?

Career Planning Roadblocks

Think

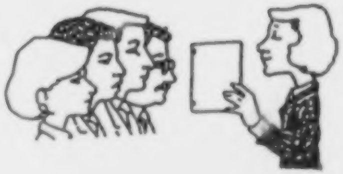
Think about the career planning roadblocks you have experienced.

Write

Write down each roadblock from the background information.

Briefly write out any experiences you have had with each roadblock.

Share



Share experiences in a small group.

Compare

Compare experiences and consequences.

Issues in the Workplace D 106
TLI # 3 / Transparency

Definitions for the World of Work

Work -- any activity that results in a useful product (can be paid or non-paid work)

Job -- a position in which a person works to earn a living (may be several jobs in a lifetime)

Occupation -- a job title or a type of work (nurse, business manager)

Career -- refers to the work that a person does over a period of years, usually in a particular field or area.

Career ladder -- several jobs over time build on the experiences and skills of a previous job

6 Steps in Career Planning

Step 1

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Step 2

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Step 3

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Step 4

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Step 6

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Issues in the Workplace D 109
TLI # 9 / Answer Sheet

6 Steps in Career Planning

Self-Assessment

Step 1

Skills - what you do well

Values - what's important to you

Interests - activities/things you enjoy

Assessment tests

Career Exploration

Step 2

Reading about careers

Talking to people

Field experience

Key courses

Aware of career trends & future employment needs

Targeting

Step 3

1. Define decision to be made
2. Identify all choices to be considered
3. Gather information on each option
4. Evaluate the potential outcome of each option
5. Select most appropriate option

Career Preparation

Step 4

Education requirements

Experience requirements

Personal attributes

Set career goals, put into action

Gain experience & skills through exposure to careers

Marketing Yourself

Step 5

Know skills & training you have

Identify & learn about potential employers

Timing

Job search tools & techniques: resume, cover letter, applications, interviewing skills

Career Management

Step 6

Understanding the world of work

Networking efforts

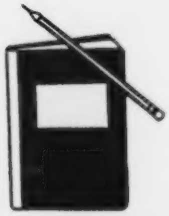
Contributions to / on the job

Flexibility

Set goals for career advancement

Factors Affecting Career Goals

Personal goals
Personal values
Gender
Friends
Family
Community
Teachers
Lifestyles
Interests
Skills



A Dictionary of Me

Dictionaries are made up of words that people need to know in order to communicate ideas. Some words describe people. Some describe ideas. Some words are used to explain things. Teachers, counselors, parents, employers, and friends frequently use words that describe character and personality. The statements below may tell about you. Think about yourself. Be honest and rate yourself by the following scale:

1 = Always
2 = Usually
3 = Sometimes
4 = Seldom or never

____ I am **AGREEABLE.** I am willing to do things with a pleasant frame of mind.

____ I am **BOSSY.** Things had better go my way or else!

____ I am **COURTEOUS.** I try to show good manners when I am with my friends and with adults.

____ I am **DEPENDABLE.** I do things without being told to do them. I can be trusted to be on time where I am needed.

____ I am **ENTHUSIASTIC.** I am willing and ready to try new ideas.

____ I am **FLEXIBLE.** I can adapt to new situations easily.

____ I am **GOOD NATURED.** I look at life in a positive way.

____ I am **HONEST.** I do not lie, steal, or waste time or materials.

____ I have **INITIATIVE.** I can think about my future and the work or career I may choose to do.

____ I am **KIND.** I try to be caring and compassionate to others.

____ I am **LIKEABLE.** I enjoy people and find I have a wide circle of friends.

____ I am **MOODY.** I have my ups and downs. Sometimes it's hard for others to deal with my sudden changes in temperament.

____ I am **NEAT** and **CLEAN.** I keep my body and clothing clean. I take pride in my appearance.

____ I am **OPTIMISTIC.** I look on the bright side of things, hoping and striving for the best in any situation.

____ I am **PATIENT.** I can wait my turn. I realize problem solving doesn't happen automatically.

____ I am **REALISTIC.** It's O.K. to dream, but actions must be reality-based.

____ I am **SENSITIVE.** I try not to hurt people's feelings, either by my words or my actions.

____ I am **TOLERANT.** I try to learn from other people. I listen to ideas different from my own.

____ I try to be **UNDERSTANDING** of other people and their feelings.

____ I am **VERBAL.** I like to offer ideas and can express myself well in different situations.

____ I am a **WILLING WORKER.** I accept the necessity of working long and hard to get something accomplished.

List some other words that describe personal characteristics. Rate yourself on each of these additional words.

Source: W. Wannic, Hire Learning, Career Education Services, Centerville, MA, 1990.

Ability and Interest Self Assessment

Rate the amount of ability and interest you think you possess on the following items by writing in one number for each.

Ability Low High 1 2 3 4 5	Item	Interest Low High 1 2 3 4 5
___ ___ ___ ___ ___	Verbal: Writing skills and choice of words	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Understanding ideas expressed in words	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Thinking and reasoning with words	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Spelling, punctuation, capitalization	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Reading stories quickly & accurately	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Numerical: Understanding ideas expressed in numbers	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Solving problems using numbers	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Abstract: Solving problems or understanding ideas where there are no words or numbers to guide you	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Space Relations: Visualizing solid objects from looking at flat paper plans	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Mechanical: Understanding how simple appliances, machines, & tools work	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Repairing appliances, machines, and tools	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Social: Understanding and being able to deal with people	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Selling: Promoting ideas or selling things to people	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Artistic: Creative use of one's hands usually involving color and design work	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Musical: Sing or play instruments well	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Technical: Ability to do technical work such as drafting	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Repetitive: Ability to do the same thing over and over	___ ___ ___ ___ ___
___ ___ ___ ___ ___	Speaking: Ability to appear before groups to convince or explain	___ ___ ___ ___ ___

List in the box below all the ability items rated 4 or 5.

List in the box below all the interest items rated 4 or 5.

List in the box below, only those items that are listed in both of the above boxes.

Write your 2 or 3 career alternatives in the chart below. Under each alternative list the needed or required abilities/interests. Then, star (*) those abilities/interests that you have listed in the last box above.

Career alternatives	1.	2.	3.

What did you learn about your career alternatives and how they relate to your abilities/interests? Explain in detail.

Values and Interests That Affect Career Choice

Directions: Rank the issues in descending order (1-28) according to how strongly you feel about each one. The strong feelings should be positive. Number 1 will be the interest or value of most importance to you or the one you feel most strongly about.

____ 1. Job offers high earnings.

____ 2. Job offers the opportunity to make new friends.

____ 3. Job will permit much leisure time.

____ 4. Job allows me to learn new skills.

____ 5. Job offers prestige (fame, recognition, respect).

____ 6. Job would be near my home so travel back and forth isn't difficult.

____ 7. Job offers chance to influence lives of others.

____ 8. Job allows me to work regular hours.

____ 9. Job allows me to be my own boss.

____10. Job offers good health insurance and other benefits.

____11. Job will require little or no travel.

____12. Job allows me to work outdoors.

____13. Job allows me to follow a set routine, and know exactly what to do at all times.

____14. Job allows me to travel to other places.

____15. Job provides a variety of what I would do.

____16. Job has a supervisor who is friendly.

____17. Job would make use of my abilities.

____18. Job offers the opportunity to move to other locations.

____19. Job could give me a feeling of accomplishment.

____20. Job allows me to work by myself most of the time.

____21. Job would provide opportunity for advancement.

____22. Job would allow me to tell people what to do; to supervise or head others.

____23. Pay would compare well with that of other workers.

____24. I could try out some of my own ideas, be creative.

____25. I could do work without feeling that it's morally wrong.

____26. Job would provide for steady employment.

____27. I could do something different each day.

____28. Job would have good working conditions.

Write the underlined word or words in each statement in the appropriate box according to the number ranking.

Very Strong	Strong	Mild	Little Feeling
1.	8.	15.	22.
2.	9.	16.	23.
3.	10.	17.	24.
4.	11.	18.	25.
5.	12.	19.	26.
6.	13.	20.	27.
7.	14.	21.	28.

Reflect on the results of this assessment.
Do you agree or disagree with the rankings in the above columns?
Why or why not?
In what ways will this information help you in career planning?

Write three of your career choices or career interests in the chart below. Think about the "very strong" and "strong" values and interests you have listed above. Also, think about the careers that would require those same values and interests. Under each career listed below, write in the "very strong" or "strong" values and interests that could be fulfilled if you had that career.

Career Choices	1.	2.	3.

Job Costs

The purpose of this activity is to help you evaluate your career choices in terms of possible "job costs" or demands.

Write your 2 career alternatives at the top of the chart in the spaces provided.

Decide how much you would object to paying each "job cost", and assign points as follows: (Enter points to the left of the X.)
Very objectional = 4 points
Moderately objectionable = 2 points
Not objectionable = 0 points

Evaluate the extent to which each occupation is likely to require the costs listed and assign points as follows: (Enter points to the right of the X.)
Very likely = 4 points
Moderately likely = 2 points
Not likely = 0 points

Multiply the two numbers to obtain "cost score" for each job cost. When you have all the scores, add to obtain the total cost score for each career choice.

JOB COSTS	CAREER #1	CAREER #2
1. College required	X =	X =
2. Special training required	X =	X =
3. Dangerous	X =	X =
4. Repetitive or boring	X =	X =
5. Too much responsibility	X =	X =
6. High pressure	X =	X =
7. Long or irregular hours	X =	X =
8. Much time away from home	X =	X =
9. Confining	X =	X =
10. Much money must be invested	X =	X =
11. Physically tiring	X =	X =
12. Competitive and risky	X =	X =
13. Requires perpetual training	X =	X =

14. Requires dedication	X =	X =
15. Requires constant study or preparation	X =	X =
16. Bossy bosses	X =	X =
17. Unsung, unrecognized	X =	X =
18. Hard to get into (barriers to job entry)	X =	X =
19. Requires sacrifices	X =	X =
20. Uncertain future	X =	X =
21. No chance for advancement	X =	X =
22. Little sense of accomplishment	X =	X =
TOTAL COST SCORES		

Which career choice "cost" you the most?

Which career choice "cost" you the least?

What did you learn about your career alternatives and how they relate to the "costs" of each one? How does this affect your choice of a career? Explain in detail.

Do You and the Job Fit?

Directions: There are a number of items on the list below that will indicate whether you and your career choices fit. First, check either the yes or the no column under ME -- does the phrase listed describe you? Second, at the top of the second and third columns write in two career choices you are considering. Then check either the needed or not needed column under your career choices -- is the characteristic or ability listed needed or not needed on the job?

	ME		#1.		#2.	
	Yes	No	Needed	Not Needed	Needed	Not Needed
Strong muscles						
Physical endurance						
Manual dexterity						
Physical agility						
Good vision						
Keen hearing						
Freedom from disease						
Manual repetition						
Pass physical examination						
Clear speech						
Persuasive talker						
Memory for names						
Polished manners						
Enjoy working with people						
Enjoy working with things						
Enjoy working with animals						
Concentrate for a long time						
Accurate spelling						
Good grammar						
Legible handwriting						
Alphabetizing						
Business skills						
Mostly indoor activities						
Mostly outdoor activities						
Understand people						

	ME		#1.		#2.	
	Yes	No	Needed	Not Needed	Needed	Not Needed
High school education						
College education						
Education beyond college						
Vocational-technical school						
Business school						
Beauty school						
Internship						
Company training school						
On-the-job training						
Special license						
Special permit						
Read textbooks						
Read technical books						
Read training manuals						
Read direction manuals						
Read forms						
Read signposts						
Read person's names						
Read letters						
Read maps						
Read handwriting						
Read numbers						
Read meters and gauges						
Read instruments						
Read lists						
Write letters						
Write articles						
Write work plans						
Write work reports						
Fill out forms						
Make change (money)						
Read and use measures						
Read and use weights						
Make estimates						
Figure totals and discounts						
General science						
Citizenship						

If your YESSES match the job's NEEDEDS, or vice versa, for more than 80% of the times, chances are you and the job would fit pretty well.

Job Shadowing Experience Evaluation

Directions: Complete the top portion of this evaluation form and turn it in to your teacher. Tear off the bottom form and give it to the person you shadowed, along with a stamped envelope addressed to your teacher.

Name:

Person shadowed:

Place you did shadow experience:

Time you arrived: Time you finished:

Describe your experiences on shadow day by answering the questions below; record your answers on a separate sheet and attach it to this page.

1. What did you learn about this job that you did not know before your shadow experience?
2. What did you most like about this shadow experience?
3. What did you least like about this shadow experience?
4. Do you think this experience was worthwhile? Why or why not?
5. Are you interested in a career in this field after observing the work environment first-hand?

Tear off the portion below and give it to the person you shadowed for completion.

Name:

Occupation:

Work Address: Work Phone:

Student's Name:

1. Was the student on time?

2. Was the student dressed appropriately?

3. Do you feel the student benefited from the day with you?

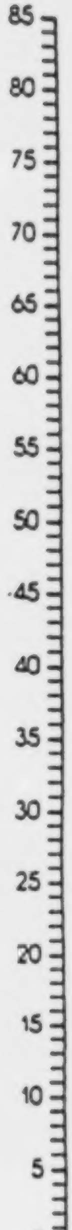
4. Are there ways that the teacher or counselor could help this student with career plans?

5. Would you be willing to have a student shadow you again?

6. Did you receive a thank-you note from the student?

(Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.)

Is Parenthood a Lifetime Career?



Directions: Consider the following questions to help visualize another aspect of your life -- parenthood. Start with question 1 at the bottom, drawing a line from the question to the point on the graph that corresponds to your answer. Continue with questions 2-6. Then complete the summary statements at the bottom of the page.

6. What age will you be when your last child graduates from high school?

5. What age will you be when your last child enters high school?

4. What age will you be when your last child enters junior high?

3. What age will you be when your last child enters kindergarten?

2. At what age do you expect to have your last child?

1. At what age do you expect to have your first child?

From the time I am ____ until I am ____ years old, caring for children could take a large percentage of my time. The "child care years" comes to a total of ____ years.

The most time-consuming aspects of child care should be completed by the time I am ____ years old.

By the time I am ____ years old, my children will have left home.

If I live to be 78, the average life expectancy for women, or 71 for men, I will have ____ years to fill with commitments other than parenting.

Practical Problem Solving Think Sheet

1. Recognize the Problem

State the problem to be solved

List factors about the context of the problem that will influence the solution

Resources available: financial, material, human resources
Situational factors: rules or laws governing behavior, time, etc.

Identify desired outcomes for this problem

2. Evaluate Information Needed to Solve the Problem

List factual information about this problem

What information do I need to solve this problem?
Where can I get this information?
How do I know when I have enough information to solve it?

List value information about this problem

Consider core values that have become norms of ethical conduct: honesty, integrity, trustworthiness, loyalty, fairness, caring, respect, responsibility, pursuit of excellence, accountability

3. Analyze Choices and Consequences

Choices:	**Consequences for Self:**		**Consequences for Others:**	
	Positive	**Negative**	**Positive**	**Negative**

4. Select the Best Choice

Choice:

Does it meet my criteria for best choice?
Is it best for the well-being of self and others ... long-term?
Is it workable for the situation ... for reality?
Is it based on reliable, adequate information?

5. Outline a Plan for Action

Actions:	**Order in which to be done:**	**Completion Date:**

Resources and assistance needed to complete the actions:

Determine the barriers that might hinder you from taking action:

6. Note the Results of the Solution

Identify reasons why the solution was best for self and others

Do my actions reflect the decisions made?
Are my actions solving the original problem?
Are my intended actions achievable in this situation?
Are my actions ethical?
Do my actions enhance the well-being of myself and others?
Will my actions result in positive long-term consequences?
Would I take the same action again?
Do my actions reflect the best I can do in this situation?

List what you have learned from solving this problem

What have I learned?
How will I handle similar situations in the future?

Characteristics and Skills Needed for Worker Success

Directions:
- Select the top ten skills or characteristics you think are most important for employees to have in the workplace.
- After selecting the top ten, rank your choices with "1" being the highest and "10" being the lowest.
- Place a minus sign by the five skills or characteristics you think are least important in the workplace.

___ **Dependability**: reliable, being there when needed, getting the job done

___ **Initiative**: working on your own without constant direction, working to improve yourself professionally and personally

___ **Loyalty**: dedication to work, being faithful to employer

___ **Maturity**: handling problems well, accepting responsibility for mistakes, seldom making mistakes

___ **Helpfulness**: being willing to pitch in and help out, considerate of others, unselfish, doing others' work in a bind even though it is not your responsibility

___ **Tolerance**: can see another person's point of view, respects the opinion of others, accepts diversity, seldom criticizes others

___ **Honesty**: truthful and trustworthy in relationships with co-workers and supervisors, sincere

___ **Self-discipline**: realizing the motivation for actions and giving priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits

___ **Critical thinking**: think carefully and critically through situations on the job to arrive at solutions, strategies to handle job situations, and to handle problems

___ **Teamwork**: work cooperatively with others, support and back up other employees and supervisors

___ **Conflict resolution**: ability to work out differences of opinion and work through conflicts

___ **Determination and perseverance**: determined to complete a task or project, drive, ambition, carrying on with a tedious project

___ **Efficiency**: being accurate, competent in fulfilling duties

___ **Making work a priority**: leaving personal and family issues out of the workplace, focusing on work

___ **Cheerfulness and friendliness**: maintains positive relationships with co-workers and supervisor, pleasant to be with, rarely complains or is negative

___ **Communication skills**: assertive and confident in ability to speak up on important issues, keeping supervisor informed, asking questions when assistance is needed

___ **Creativity**: looking for new, efficient ways to do things or to solve problems

___ **Time management skills**: using work time efficiently and productively

___ Problem solving skills: handles problems efficiently and effectively in a business-like manner

___ Courtesy: displays good manners and politeness, shows the same respect for others (co-workers, clients, customers, supervisors) as you would wish for yourself

___ Responsibility: taking care of your job duties, exercising sound thinking and good judgment as you carry out job duties, accountable, willingly work with others for the common good of the workplace and the community

___ Positive attitude: maintaining an "I can do" way of thinking, enthusiasm for your work, enjoyment of work, takes pride in work

___ Flexibility: give-and-take with job duties and with co-workers, open to change of ideas on how to perform job duties, open to change in job behaviors

___ Confidence: recognizes strengths, abilitities, and skills needed to do the job well; feelings of competence

___ Openness to learning: willingness to follow directions, willingness to learn new skills and develop abilities

___ Quality of work: work completed to the best of your ability and to the standard set by the workplace, pride in workmanship, have the necessary technical skills to do the job

___ Sense of humor: happy to be there, smiles easily, knows how and when to lighten up a situation to ease tensions, provides joy in the workplace

___ High energy level: maintains a consistent and high energy level to be effective and productive

___ Realistic goals: sets and achieves realistic work goals

Characteristics and Skills Needed for Worker Success

*Note: The percent indicates the percentage of employers/human resource managers/supervisors who placed that characteristic in their top ten.

Directions: Select the top ten skills or characteristics you think are most important for employees to have in the workplace. You do not have to rank your ten choices, simply mark those skills and characteristics that are of most importance.

#1 93% Dependability: reliable, being there when needed, getting the job done

#7 45% Initiative: working on your own without constant direction, working to improve yourself professionally and personally

24% Loyalty: dedication to work, being faithful to employer

20% Maturity: handling problems well, accepting responsibility for mistakes, seldom making mistakes

24% Helpfulness: being willing to pitch in and help out, considerate of others, unselfish, doing others' work in a bind even though it is not your responsibility

22% Tolerance: can see another person's point of view, respects the opinion of others, accepts diversity, seldom criticizes others

#4 70% Honesty: truthful and trustworthy in relationships with co-workers and supervisors, sincere

#9 42% Self-discipline: realizing the motivation for actions and giving priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits

#8 43% Critical thinking: think carefully and critically through situations on the job to arrive at solutions, strategies to handle job situations, and to handle problems

#2 78% Teamwork: work cooperatively with others, support and back up other employees and supervisors

27% Conflict resolution: ability to work out differences of opinion and work through conflicts

21% Determination and perseverance: determined to complete a task or project, drive, ambition, carrying on with a tedious project

17% Efficiency: being accurate, competent in fulfilling duties

14% Making work a priority: leaving personal and family issues out of the workplace, focusing on work

21% Cheerfulness and friendliness: maintains positive relationships with co-workers and supervisor, pleasant to be with, rarely complains or is negative

#5 65% Communication skills: assertive and confident in ability to speak up on important issues, keeping supervisor informed, asking questions when assistance is needed

14% Creativity: looking for new, efficient ways to do things or to solve problems

28% Time management skills: using work time efficiently and productively

32% Problem solving skills: handles problems efficiently and effectively in a business-like manner

23% Courtesy: displays good manners and politeness, shows the same respect for others (co-workers, clients, customers, supervisors) as you would wish for yourself

#3 71% Responsibility: taking care of your job duties, exercising sound thinking and good judgment as you carry out job duties, accountable, willingly work with others for the common good of the workplace and the community

31% Positive attitude: maintaining an "I can do" way of thinking, enthusiasm for your work, enjoyment of work, takes pride in work

#10 34% Flexibility: give-and-take with job duties and with co-workers, open to change of ideas on how to perform job duties, open to change in job behaviors

15% Confidence: recognizes strengths, abilitities, and skills needed to do the job well; feelings of competence

30% Openness to learning: willingness to follow directions, willingness to learn new skills and develop abilities

#6 64% Quality of work: work completed to the best of your ability and to the standard set by the workplace, pride in workmanship, have the necessary technical skills to do the job

12% Sense of humor: happy to be there, smiles easily, knows how and when to lighten up a situation to ease tensions, provides joy in the workplace

1% High energy level: maintains a consistent and high energy level to be effective and productive

0% Realistic goals: sets and achieves realistic work goals

Employer Survey Results

Characteristics and Skills Needed for Worker Success

Top 10

93%	Dependability
78%	Teamwork
71%	Responsibility
70%	Honesty
65%	Communication Skills
64%	Quality of Work
45%	Initiative
43%	Critical Thinking
42%	Self-Discipline
34%	Flexibility

Lower 19

32%	Problem Solving
31%	Positive Attitude
30%	Openness to Learning
28%	Time Management Skills
27%	Conflict Resolution
24%	Loyalty
24%	Helpfulness
23%	Courtesy
22%	Tolerance
21%	Determination and Perseverance
21%	Cheerfulness and Friendliness
20%	Maturity
17%	Efficiency
15%	Confidence
14%	Making Work a Priority
14%	Creativity
12%	Sense of Humor
1%	High Energy Level
0%	Realistic Goals

Personal Effectiveness Grid

Directions: Mark the percentage that indicates your level of competence or effectiveness with each characteristic or skill.

	0	10	20	30	40	50	60	70	80	90	100
Dependability											
Communication skills											
Teamwork											
Honesty											
Responsibility											
Quality of work											
Initiative											
Critical thinking											
Self-discipline											
Conflict resolution											
Flexibility											
Tolerance											
Time management skills											
Problem solving skills											
Positive attitude											
Openness to learning											
Loyalty											
Maturity											
Helpfulness											
Determination/perseverance											
Cheerful and friendly											
Creativity											
Efficiency											
Courtesy											
Confidence											
Making work a priority											
Sense of humor											
High energy level											
Realistic goals											

Working on Work Habits and Attitudes

Directions: Determine your ability to be successful in a work environment by evaluating your school work habits and attitudes. Complete the following self-evaluation by writing the number that indicates how often you display each habit and attitude.

1 = Never
2 = Every once in a while
3 = Occasionally
4 = Frequently
5 = Always

_____ 1. I am responsible when following school rules and procedures.
_____ 2. I am reliable when completing assignments.
_____ 3. I treat teachers and school administrators with respect.
_____ 4. I get along well with other students.
_____ 5. I cooperate with other students on group assignments.
_____ 6. I demonstrate a good attitude toward school.
_____ 7. I take pride in my work.
_____ 8. I do extra work to help achieve my goals.
_____ 9. I let teachers know that I want to improve.
_____10. I communicate effectively when writing or speaking.
_____11. I state concerns or complaints clearly without threatening others.
_____12. I take responsibility for solving problems.
_____13. I take a leadership role when it is appropriate.
_____14. I am on time to school.
_____15. I attend school.
_____16. I do what I can to stay in good health.

My total score is _____.

I would like to improve my school work habits and attitudes through the following goals:

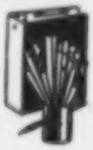
1.

2.

3.

(Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.)

School Achievement and the Workplace



Why should you be concerned about school achievement?

School achievement indicates:

- the initiative, ability and perseverance to get through school
- citizenship ratings; how you get along with people will be similar to how you get along with customers/clients/co-workers
- whether you learn easily; there is lifelong learning in a career
- whether you can comprehend what you read; reading instructions, letters, etc.
- how fast you can read
- writing ability; writing letters, directives, memos, handbooks
- speaking ability; interviewing, communication with co-workers, supervisors, clients
- math competency; ordering, accounting, inventory, cash register
- historical knowledge; understanding the cyclical nature of happenings and how it affects business
- understanding of government; requirements, regulations and laws
- knowledge in chemistry and other sciences in special fields
- keyboarding or typing skills; personal and business use
- art skills; drawing, sketches, diagrams, display
- knowledge of physical education and health; wellness in workplace and family
- involvement in organizations; leadership and involvement
- absences and tardies that tell employers about your work habits
- computer skills and knowledge

Directions: Write your two career alternatives in the spaces provided. Place a check mark under each alternative if that career will make use of that high school subject in some way. Check off whether you are weak, average or strong in each subject.

Subjects	1.	2.	Weak	Average	Strong
General Math	____	____	____	____	____
Advanced Math	____	____	____	____	____
General Science	____	____	____	____	____
Physics/Chemistry/Biology	____	____	____	____	____
Home Economics	____	____	____	____	____
Economics	____	____	____	____	____
Instrumental Music	____	____	____	____	____
Vocal Music	____	____	____	____	____
Physical Education	____	____	____	____	____
Health	____	____	____	____	____
Reading	____	____	____	____	____
Art	____	____	____	____	____
History	____	____	____	____	____
Writing	____	____	____	____	____
Social Sciences	____	____	____	____	____
Business	____	____	____	____	____
Computer	____	____	____	____	____

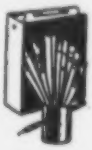
Subjects	1.	2.	Weak	Average	Strong
Foreign Language	____	____	____	____	____
Industrial technology	____	____	____	____	____
Speech	____	____	____	____	____
English	____	____	____	____	____

Which subjects are needed in both career alternatives? Are they needed in all careers?

Which subjects do you need to take more of or strengthen in order to better prepare yourself for your career choices?

Which career choice are you most prepared for now from what you've taken in high school?

School Achievement and the Workplace



Why should you be concerned about school achievement?

School achievement indicates:

- **the initiative, ability and perseverance to get through school**
- citizenship ratings; how you get along with people will be similar to how you get along with customers/clients/co-workers
- whether you learn easily; there is lifelong learning in a career
- whether you can comprehend what you read; reading instructions, letters, etc.
- how fast you can read
- writing ability; writing letters, directives, memos, handbooks
- speaking ability; interviewing, communication with co-workers, supervisors, clients
- math competency; ordering, accounting, inventory, cash register
- historical knowledge; understanding the cyclical nature of happenings and how it affects business
- understanding of government; requirements, regulations and laws
- knowledge in chemistry and other sciences in special fields
- keyboarding or typing skills; personal and business use
- art skills; drawing, sketches, diagrams, display
- knowledge of physical education and health; wellness in workplace and family
- involvement in organizations; leadership and involvement
- absences and tardies that tell employers about your work habits
- computer skills and knowledge

Directions: Write your two career alternatives in the spaces provided. Place a check mark under each alternative if that career will make use of that high school subject in some way. Check off whether you are weak, average or strong in each subject.

Subjects	1.	2.	Weak	Average	Strong
General Math					
Advanced Math					
General Science					
Physics/Chemistry/Biology					
Home Economics					
Economics					
Instrumental Music					
Vocal Music					
Physical Education					
Health					
Reading					
Art					
History					
Writing					
Social Sciences					
Business					
Computer					

Subjects	1.	2.	Weak	Average	Strong
Foreign Language					
Industrial technology					
Speech					
English					

Which subjects are needed in both career alternatives? Are they needed in all careers?

Which subjects do you need to take more of or strengthen in order to better prepare yourself for your career choices?

Which career choice are you most prepared for now from what you've taken in high school?

Teamwork Processing Skills

Attentive Listening

- Acknowledging the person who is speaking with full attention and eye contact
- Withholding one's own comments, opinions, and need to talk at the time
- Clarifying and questioning to minimize misunderstandings
- Paraphrasing key words to encourage the speaker and let him/ her know he/she has been heard ("What I heard you say was...")
- Affirming through body language that the speaker is being heard (nodding "uh-huh")
- Paying attention not only to the words but also to the feelings behind the words
- Reflecting feelings ("You sound angry...")

Showing Appreciation/No Put-Downs

- Encouraging others through thoughtful language
- Encouraging others through statements of appreciation
- Eliminating put-down remarks
- Eliminating hurtful language
- Encouraging a sense of ownership
- Celebrating improvements and achievements

Compromise

- Showing the other person receptivity to ideas and opinions
- Making responsible decisions
- Resolving conflict
- Solving problems

Cooperation

- Actively participating in working together in tasks
- Accepting responsibility for achieving the goals
- Showing mutual respect for diversity of ideas and people
- Thinking constructively

Task Completion

- Using the planning process
- Using time management skills
- Assigning work roles on the basis of members' strengths

Issues in the Workplace D 138
TLI # 29 / Handout / Assessment

Teamwork Processing Skills Assessment Form

Criteria:	5	3	1
Listening x1 _____	Member reflects awareness of others' views and opinions; willing to clarify and question	Some sharing occurred; reluctant to question or clarify	Member unwilling to listen to others' views and opinions; interrupts and/or seems disinterested
Showing Appreciation x1 _____	Member uses words, tones and actions to validate each others' efforts	Member worked as a team, but showed little appreciation for group members	Member unappreciative of others; used negative statements and/or actions
Compromise x1 _____	Member is receptive to ideas and opinions of others; sensitive and understanding	Member is receptive to ideas and opinions of others; lacks sensitivity and understanding	Independent and reluctant to compromise; lack sensitivity and/or understanding
Cooperation x1 _____	Member enthusiastically participated; responsibility for tasks equally shared with others	Member displayed some ability to interact; member actively participated; activities/conversation not entirely on topic	Exclusive reliance on one member of group; little interaction with other members; member did not stay with group
Task Completion x1 _____	Exemplified responsible use of time; demonstrated positive work ethic; task(s) completed	Task(s) completed with average effort	Task(s) not completed; little or no effort offered

Directions: Compare your rubric with the other members in your group, then complete the sections below.

Group Reflection: (8 points -- 2 points each)
On the back of this sheet, answer the following questions:
1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help do we need?

Self Reflection: (2 points -- 1 point each)
On the back of this sheet, answer the following questions:
1. What did you learn about your ability and willingness to work with others?
2. In what area(s) can you improve? What will you do to improve?

Total Points: _______ out of 25 possible points

Alphabet Soup

Participants are to complete the exercise as quickly as possible.

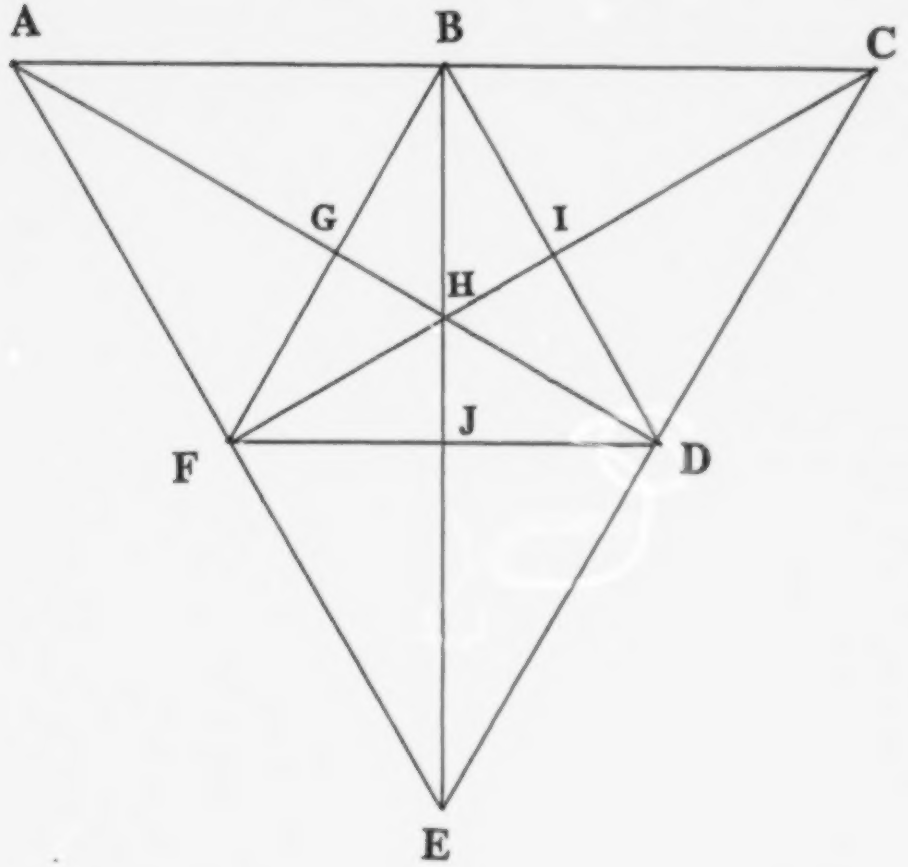
1. What is the only letter open on all sides?
2. What is the only curved letter that is the same upside down?
3. What are the only letters containing one single horizontal line?
4. What is the only letter with two parallel horizontal lines?
5. What is the only letter with two diagonal straight lines?
6. Abecedarians who mind their P's and Q's should have little trouble with this puzzle: What letters of the alphabit are:

   a. a bird?
   b. part of your head?
   c. an insect?
   d. a drink?
   e. a building extension?
   f. a hint?
   g. a vegetable?
   h. a body of water?
   i. a farm animal?

Triangulating on Triangles

Count the number of triangles portrayed in the figure.

After 3 minutes, teams are to report on how many triangles they found in the diagram, and an explanation of which ones they are.



Employability -- Job Readiness Skills Portfolio

The employability/job readiness portfolio should contain:

- Letter of Introduction: the major self-reflective piece in the portfolio, this letter by the student to the readers describes his or her qualities and goals and introduces the various parts of the portfolio, including an analysis of the significance of the work included.
- Career Development Package: a resume, an employment application, and a letter of recommendation to demonstrate key career-planning and job-seeking skills.
- Supervised Practical Experience Evaluation: an evaluation of the student's career-performance skills by a skilled supervisor.
- Written Report: an outline, first draft, and final version of a three-to-ten page report on a topic from the student's field of interest.
- Work Samples: samples, sketches, photographs or descriptions of classroom-based work that demonstrate mastery of pre-specified skills. This could include pictures, videotapes, audio tapes, illustrations, assessments (i.e., checklists, self assessments, parent assessments, journals, etc.)
- State Competencies: profile checklists, certificates of completion.
- Awards and Recognition: FHA/HERO evidence of membership and office held, service projects, involvement in other organizations; this area could also include newspaper write-ups, tapes of radio or television coverage.
- Other: as student or teacher see appropriate.

Employability -- Job Readiness Skills Portfolio

Assessment Form

Criteria:	3	2	1
Letter of Introduction x3_____	Clearly communicates analysis of self as learner; recognizes and celebrates successes	Some uncertainty in self as learner; recognizes but does not celebrate successes	Message does not convey self as learner; does not recognize or celebrate successes
Career Development Package x4_____	Demonstrates understanding and use of job seeking skills	Understands but does not consistently use job seeking skills	Basic job seeking skills have not been mastered
Supervised Practical Experience x4_____	Demonstrates understanding and use of job keeping skills	Understanding but does not consistently use job keeping skills	Basic job keeping skills have not been mastered
Written Report x4_____	Writing shows depth and elaboration of topic; few errors in mechanics; strong thinking skills are evident	Competent treatment of topics; occasional errors in mechanics; evidence of thinking is present	Writing lacks depth and elaboration of topic; frequent errors in mechanics; evidence of thinking lacks clarity
Work Samples x5_____	Samples show variety of skills; consistently completed with above-average accomplishment	Samples show some variety of skills; inconsistent accomplishment	Samples lack variety of skills; few samples presented, with only minimal accomplishment
State Competencies x4	Understands and uses necessary terminology and skills; concepts are integrated	Understands and uses necessary terminology, skills and concepts evident, but not integrated	Basic terminology, skills and concepts have not been mastered; unable to integrate
Awards and Recognition x3_____	Demonstrates a variety and depth of involvement and leadership skills	Some involvement in organizations and in leadership skills	Lacks variety and depth in involvement or leadership in organizations
Other			

Comments:

Total Points: __________

Total Points Possible: 81 points

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

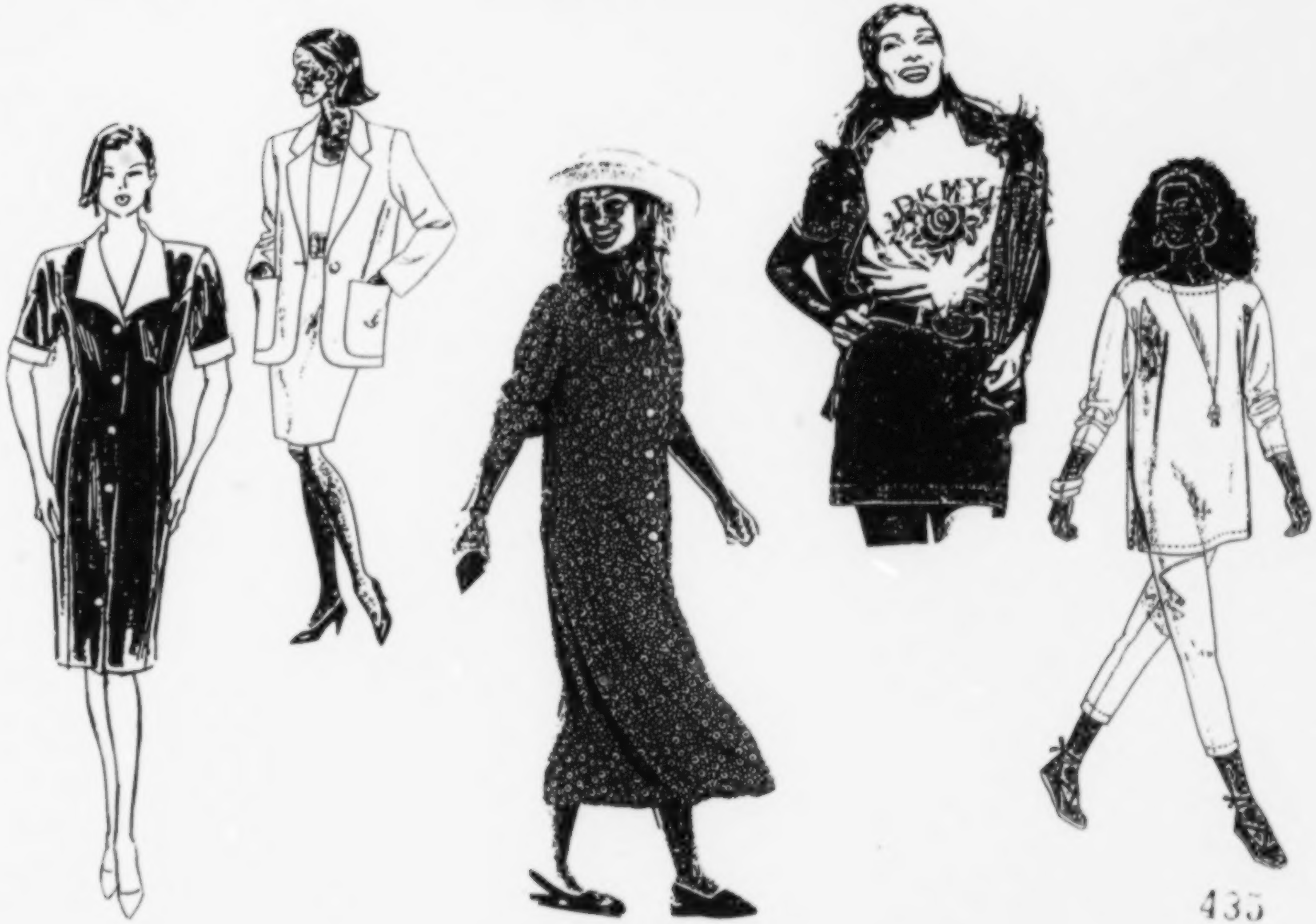
Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:
1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:
1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: __________ out of 56 possible points

Clothing Communication



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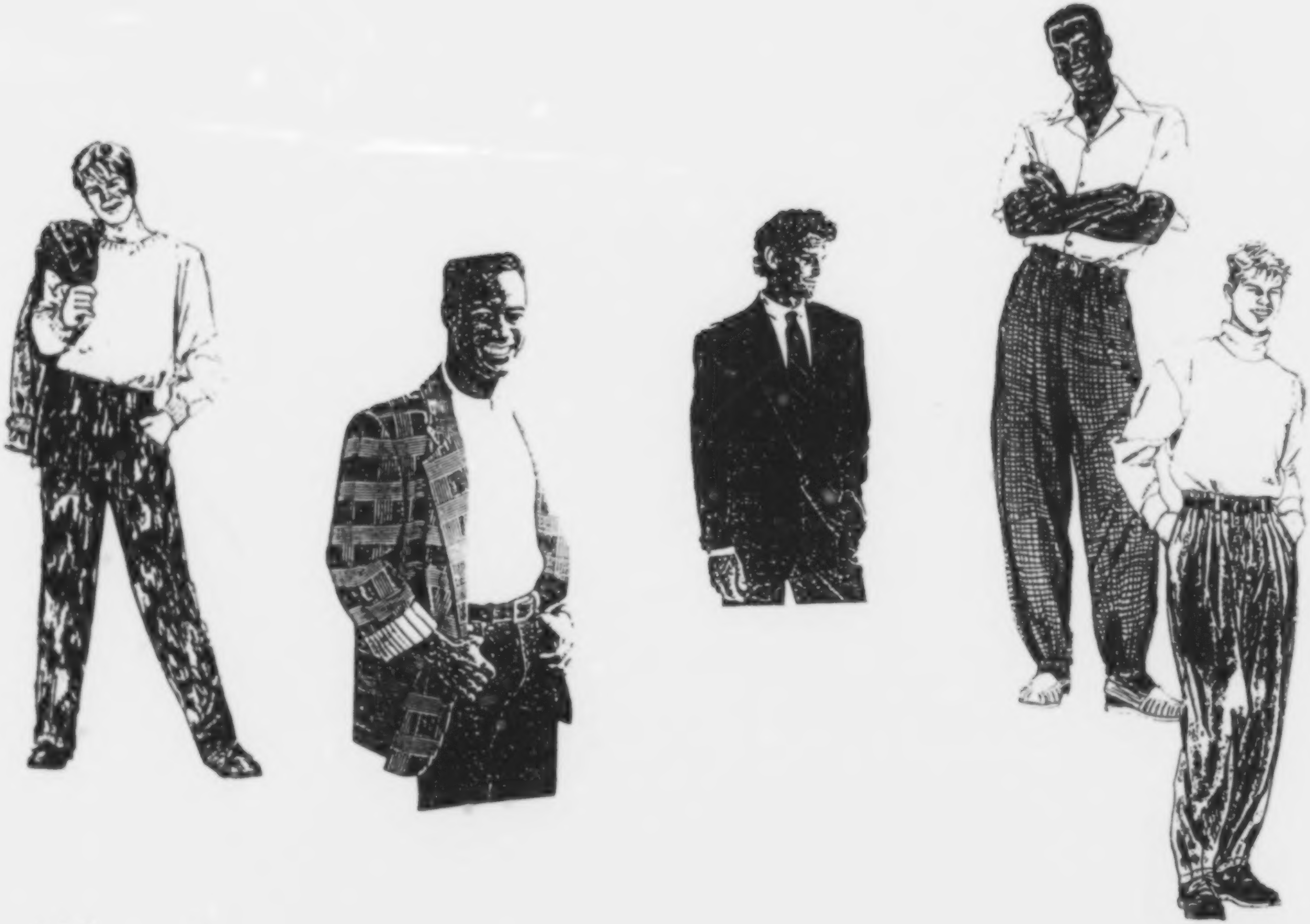
435

Clothing Communication



Issues in the Workplace D 147
TLI # 34 / Transparency

Communicating the Image I Want to Project

Directions: For each given situation, select/cut out a picture of clothing you would wear. Selection should be based on appropriateness for the situation and on the image you want to portray to others through your way of dressing. Glue or tape the picture next to the written description of the situation. Describe the image you would want to project in that situation and justify your choice of picture/clothing.

	Picture	What image will I project?	Why?
1. Going to a high school football game			
2. Giving a presentation about a high school project to a civic organization at their monthly meeting...you want their financial support for this project			
3. Interviewing for an after-school and weekend job at a fast food restaurant			
4. Interviewing for an after-school and weekend job at an attorney's office doing bookkeeping work			
5. Going to a student organization leadership conference where you will be leading one of the small group interest sessions			

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
    - ✓1. clear articulation,
    - ✓2. analysis,
    - ✓3. conceptualization,
    - 4. synthesis, and
    - 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Employer Supports and Benefits

Background Information

Business and the Facts of Family Life

Our economy needs the most skilled and productive work force it can possibly find in order to remain competitive. That same work force must reproduce itself and give adequate care to the children who are the work force of the future. The United States ranks number three in dependence on women in the work force, behind only Scandinavia and Canada.

THE FAMILY AS A BUSINESS ISSUE
The labor force now includes more than 70% of all women with children between the ages of 6 and 17 and more than half the women with children less than 1 year old. This new reality has had a marked effect on what the family requires of each family member -- and on what employers can expect from employees.

We are seeing a rapidly growing corporate interest in work and family issues. There are four principal business reasons:

- First, work force demographics are changing.
- Second, employee perceptions are changing. Women and men in two career and single-parent families are much better able to identify policies that will let them act responsibly toward their families and still satisfy their professional ambitions. Companies that don't act as partners in this process may lose talent to companies that rise to the challenge. Reports of certain family related problems nearly doubled from 1985 to 1988.
- Third, there is increasing evidence that inflexibility has an adverse effect on productivity.
- Fourth, concern about America's children is growing fast.

For companies that want to use and fully develop the talents of working parents and others looking for flexibility, the agenda is well defined. There are three broad areas that require attention:

- Dependent care.
- Greater flexibility in the organization.
- Validation of family issues as an organizational concern.

DEPENDENT CARE
Dependent care is a business issue for the obvious reason that employees cannot come to work unless their dependents are cared for. Lack of child care is still a major barrier to the entry of women into the labor force. Corporate child care programs might include:

- Help in finding existing child care and efforts to increase the supply of care in the community, including care for sick children.
- Financial assistance for child care, especially for entry level and lower level employees.

- °Involvement with schools, and other community organizations to promote programs for school-age children whose parents work.
- °Support for child-care centers in locations convenient to company employees.
- °Efforts to move government policies toward greater investment in children.

Infant care is especially scarce because it requires such a high ratio of adults to children. Care for children before and after school and during the many weeks when school is out is in short supply just about everywhere, as is care for "off hour" workers such as shift workers, police officers, and hospital employees.

In addition to the difficulty of finding child care, quality and affordability are always big questions. Up to now, child care in many places has been made affordable by paying child care staff very low wages.

One increasingly popular way for companies to address these issues is through resource and referral services. Such services help employees find child care suited to their circumstances; they make an effort to promote more care of all types in the communities where employees live; and they try to remove regulatory and zoning barriers to care facilities. Resource and referral programs have limitations. By themselves, they have little effect on affordability, for example, and only an indirect effect on quality, primarily through consumer education and provider training.

A small but growing number of companies provide, subsidize or contract with outside providers to operate on-site or near-site centers that are available to employees at fees covering at least most of the cost. Businesses are also working more closely with schools to encourage before-school, after-school and vacation care programs.

Dependent care is not just a question of care for children. Studies show that 20 to 30% of employees have some responsibility for the care of an adult dependent. As in the case of child care, studies show that productivity suffers when people try to balance work and the care of parents. The most immediate need is for information about the needs and problems of the aging and about available resources. Elder care is often complicated by distance. The elderly suffer unexpected hospitalizations, for example, and then come out of the hospital too weak to care for themselves. A service that can help with referrals and arrangements in another city can spare employees time, expense, and anguish.

CONDITIONS OF WORK

The average working mother logs in a total workweek of 84 hours between home and her job, compared with 72 hours for male parents and about 50 hours for married men and women with no children. In other words, employed parents, women in particular, work the equivalent of two full time jobs. No wonder they've started looking for flexible schedules, part-time employment and career-path alternatives that allow more than one model of success. Increasing competition for the best employees will make flexibility commonplace. Companies will have to market their own employment practices and adapt their jobs to the demands of the work force.

Research shows that up to 35% of working men and women with young children have told their bosses they will not take jobs involving shift work, relocation, extensive travel, intense pressure or lots of overtime. Some parents are turning down promotions that they believe might put a strain on family life. Interestingly enough, few employees seem angry about such trade-offs. Nevertheless, they are bothered by what they see as unnecessary barriers to success. Most believe they could make greater contributions and go farther in their own careers - despite family obligations - if it weren't for rigid scheduling, open-ended expectations and outmoded career definitions. Employees with dependent-care responsibilities have two different needs for flexibility. One is the need for working hours that accommodate their children's normal schedules and their predictable special requirements such as doctor's appointments, school conferences and soccer championships. The other is the need to deal with the emergencies and unanticipated events that are part and parcel of family life - sudden illness, an early school closing due to snow, or a breakdown in child-care arrangements.

The most common response to both needs has been flextime. Half the country's large employers offer some kind of flextime arrangement. Its effects on lateness, absenteeism, and employee morale have been highly positive. The effects on the family are not as easily measured, but most employees say they find it helpful to provide more scheduling latitude. Employees also must assume new roles. In the job-sharing program, employees are responsible for locating compatible partners for a shared job and for ensuring that the arrangement works and that business needs are met. Studies show that a third to a half of women with young children want to work less than full time for at least a while, despite the loss of pay and other benefits. Yet we have found in our work with dozens of companies that managers at all levels show firm resistance to part-time work.

Research on part-time productivity is sometimes hard to interpret, but the studies we've seen indicate that the productivity of part-time workers is, in certain cases, better than their full-time counterparts, and in all cases, no worse. It takes a lot of ingenuity and cultural adaptability to devise meaningful part-time work, but an even greater challenge is to find ways of fitting these flexible arrangements into long-term career paths.

Another essential step is to reduce the tendency to judge productivity by time spent at work. All employees go through periods when their working hours and efficiency rise or fall, whether the cause is family, health, or motivation.

CORPORATE MISSION

The fertility rate in the United States is below replacement levels. Moreover, the higher a woman's education level, the more likely she is to be employed and the less likely to have children. The choice to have a family is complex, yet one study shows that 2/3 of women under 40 who have reached the upper echelons in our largest companies and institutions are childless, while virtually all men in leadership positions are fathers. If we fail to alter the messages and opportunities we offer young men and women, and if they learn to see a demanding work life as incompatible with a satisfying family life, we could create an economy in which more and more leaders have traded family for career success.

There are four things a company needs to do in order to create an environment where people with dependents can do their best work without sacrificing their families' welfare. It needs to:

- Develop a corporate policy that it communicates to all its employees.
- Train and encourage supervisors to be adaptable and responsible.
- Give supervisors tools and programs to work with.
- Hold all managers accountable for the flexibility and responsiveness of their departments.

The key people in all this are first-line managers and supervisors. Training is critical to teach managers to be more sensitive to work-and-family issues. Perhaps the thorniest issue facing businesses and managers is that of equity. Seniority systems also need rethinking. Working second or third shift is often the only entry to a well-paying job for nonprofessional employees, but for a parent with a school-age child, this can mean not seeing the child at all from weekend to weekend. Rotating shifts wreak havoc with child-care arrangments and children's schedules.

Finally, the message top management sends to all employees is terribly important. We hear over and over again a sense that companies pay lip service to the value of family and community but that day-to-day practice is another story altogether. The United States is unique. But then we are also unique in other ways, including the depth of commitment to business, to fairness, to equal opportunity, to common sense. Many of our young women now strive to become CEOs. No one intended that the price for business success should be indifference to family or that the price of having a family should be to abandon professional ambition.

Source: Excerpts from "Business and the Facts of Family Life," Harvard Business Review, November-December, 1989.

Workplace Innovations Which Support Family Life

Changes in the Family and in the Workplace

Changes in Family Life Style have occurred as increased numbers of married women and married women with children are in the workplace -- especially women with children under 6 years of age. More single women and single mothers are at work due to divorce, separation, widowhood or elected independence. These changes result in enormous changes in roles and relationships within households where the caregiver/breadwinner labels fade. Increased resources, especially in two paycheck families, and more limited time, are changing ways that parents and children interact. Questions are being raised about the impact on children over the long term.

Changes in the Labor Force will occur as the qualified labor pool shrinks and companies have to compete for competent and experienced employees. At the same time, employers recognize that their employees have divided loyalties, as most do not have someone else taking care of all the home and family responsibilities for them. These workers are demanding more sensitivity and assistance from their employers to help them cope with the many work and personal life stressors.

Changes Beyond Demographics include changing value systems of younger workers, who often pay more attention to their personal needs than career advancement. They are interested in greater personal rewards, employee-participation activities, and more individual flexibility in work schedules. Transition to a "service economy" changes the worker's position relative to a company's clients. As technology changes the job force from labor to information, companies need to be more attentive to factors contributing to attitudes.

Workplace Innovations -- Employer Supports and Benefits

Today, most companies offer an array of benefits in their compensation packages. In order to evaluate job offers, job seekers need to consider the total package -- salary plus benefits. In a tough employment market, company benefits are an even more important factor when considering a job package. Evaluate them carefully in terms of what they will provide for you now, but also consider what they may mean for your future.

Benefits can add thousands of dollars to the compensation package. The term benefits refers to all of the "extras" a company offers in addition to salary or hourly wages. Ranging from paid personal leave days to discounts on their products/services the company has to offer, benefits can constitute more than just the icing on the cake -- they may be better than the cake itself!

Traditional benefits packages include health insurance and paid vacation and personal/sick days. Now, to keep up with changing times, companies may offer anything from child care assistance to a free haircut.

Following is a sampling of the many possible extras that may be part of your benefits package.

Maternity/Paternity/Personal Leave
Authorized periods of time away from work without loss of employment rights. Variables to consider with leave: paid or unpaid, length of time away from work that is allowed, for birth and/or adoption of a child, restrictions on how personal leave may be used, etc.

Job Sharing
A form of regular part-time work in which two people voluntarily share the responsibilities of one full-time position, usually with benefits and salary prorated. Variables to consider: are benefits available, high level of written or phone communication with the other job share person, work habits of other person, etc.

Flexible or Cafeteria Benefit Plans
A number of different benefits are offered through the workplace. The employees are given a specific dollar amount they may "spend" on benefits through a flexible spending account. The employee chooses those benefits he/she wants the benefit dollars to go towards. Benefits may include child care assistance, health insurance, elder care assistance, dental plans, savings plans, disability insurance, etc.

Employee Assistance Programs
Counseling, resource and referral services, special programs, crisis intervention, etc. are offered to the employee who may be having difficulties and is needing assistance. The services may be offered on-site or contracted through outside services.

Family Education/Human Relations Skills Seminars
On-site or off-site educational presentations available to employees. Some of the seminars or classes may be offered for college credit. Most often, the employer pays for the seminars.

Information and/or referrals for Dependent Care
The employer provides information or referrals to employees needing assistance with elder care, child care, etc. The business may keep a listing of available providers, may have "checked out" the available providers before referral, or may contract with a provider for a specified number of openings.

Subsidies for Dependent Care
The company will withhold a nontaxable portion of benefits/income for child care up to a stated limit. The money is paid back to you when you submit vouchers for the actual cost. Other companies may pay directly to a child care provider that they have contracted with for elder or child care services.

On-Site or Near-Site Child Care
Child care is provided in a location at the workplace or near the workplace. The child care may or may not be paid for by the employer or may or may not be subsidized by the business.

Relocation Assistance
Assisting the employee when he/she takes a job with the company or if the person is laid off from work. Assistance may be some or all of the following: moving costs, finding a house in the new location, helping a spouse find a job, school information, paying motel costs until finding a home, etc.

Personal Leave With Right to Return
Leaves may be for educational reasons, medical purposes, family reasons, etc. The person has the right to return to the same place of work with the expectation of getting a job similar to the one he/she had when they took the leave.

Eldercare Assistance
The assistance may include subsidized care, resource and referral services, long-term care insurance, flexible working hours, etc.

Health Insurance
A group health insurance policy. Variables to consider: paid by the employer in full or partially or paid by the employee, amount of deductibles, coverage, total limits on coverage cost, additional riders you can add on to basic policy, cost of prescriptions included/not included, substance abuse coverage.

Sick Leave
Authorized periods of time away from work due to illness without the loss of employment rights. Variables to consider with sick leave: paid or unpaid, length of time allowed, whether sick leave covers staying home with a sick child or other relative, etc.

Part-time Work
Working less than 40 hours during a week - may be fewer hours each day, regular hours but fewer days each week, or one week off and the next week working. Variables to consider: job security, are benefits prorated according to hours worked or are benefits not offered with part-time work, sacrificing a career path or promotion if working part-time, etc.

Flexible Hours
Work schedules that permit flexible starting and quitting times with limits set by management. Variables to consider: is working 8 hours each day required or an accumulation of 40 hours a week, avoiding heavy traffic times when going/leaving work, core work hours for all staff, etc.

Transportation
The employee may have a company vehicle to use or may be paid mileage/gas.

Disability
Disability coverage provides a continuation of salary if you should become ill, injured, or take maternity leave.

Life Insurance
Life insurance coverage may be offered to employees which may be paid totally, partially, or not at all by employers. Coverage may include: death, accidental death, and loss of limb or eyesight. Group life insurance may be an optional benefit for spouse and dependents.

Investment Options
There are various investment options a company could provide. The 401(K) is tax deferred. In addition to employee contributions, the employer may also make a contribution. Typically you are allowed to put in up to 6% of your income each year.

Deferred Compensation
The employee may put away a certain amount of money (often subject to a limit) until a later time. This money is not taxed until it is taken out, usually when the employee is in a lower tax bracket.

Purchases
Almost all companies offer a discount on the services or products they sell. Some companies extend the benefits to family members.

Education
Some companies are willing to pay for their employees to acquire further education, either providing some or all of the money to pay the costs. They often make stipulations as to who is eligible. The academic program must be relevant to the employee's position and thus be of benefit to the company. In addition, companies may offer technical, computer, leadership and development workshops and seminars.

Health and Fitness
Innovative companies working toward preventive measures may offer company wellness programs which may include: stress reduction seminars, health club membership, smoking cessation classes, heart checks, cholesterol checks and blood pressure screenings.

Liability Insurance
Liability Insurance may be provided by the employer in specific fields. Occupations traditionally in need of liability insurance include doctors, lawyers, psychiatrists, social workers, teachers, nurses and day-care workers.

Pension / Retirement Plans
Money is placed in a retirement/pension plan for use by the employee when retiring. Variables to consider: paid by the employer in full or partially or paid for by the employee, amount paid in by the employee may be matched by the employer, possible early retirement benefit payments, who the money goes to if the employee dies before retirement, etc.

Vacation Days
Authorized periods of time away from work to take a vacation. Variables to consider: paid or unpaid vacation days, length of time, restrictions on using vacation days, loss of accumulated days if not taken during that calendar year or carried over until the next year, payment for unused vacation days at retirement or end of employment, etc.

Paid Holidays
If a holiday falls during the work week, the employee may be paid for the day but does not work on that day. Some holidays, when a business is required to stay open, the employee may receive extra compensation for working. Other businesses will give the employee the day off but he/she will not be paid for the day off.

Savings Plan or Matched Savings
The employee may put money into a savings plan that is managed/invested by a trained investor contracted by the company. Some businesses match (to a specified limit) the savings made by the employee.

Lower Costs on Buying Company Stocks
The employee may buy company stock at a discounted price, or possibly, the company gives the stock as a bonus to employees.

Incentive Pay
The employee is given a specified amount/percentage of pay if productivity/sales/quotas/etc. exceed a certain amount; a bonus to encourage productivity.

Bonuses
Additional pay/stocks/etc. given to the employee.

Compressed Work Week
A work week (usually 40 hours) compressed into less than five days. Possibly working four 10-hour days.

Telecommuting
Employees working off-site while linked to the office by computer. This may be only on certain days or can be during the entire work week.

Alternative Staffing
Working on a short-term assignment with a company, employed either by an agency or directly by the employer.

Phased Retirement
Gradual retirement brought about by the reduction of full-time employment commitments over a set period of time.

V-Time
A time/income trade-off program that allows full-time employees to reduce work hours for a specified period of time with a corresponding reduction in compensation.

Work Sharing
An alternative to layoffs in which all or part of an organization's workforce temporarily reduces hours and salary.

Flexible Work Places
Working at home or other locations if the need arises on an intermittent basis.

Other Issues Regarding Employer Supports and Benefits

Corporate America is finally beginning to embrace work-family benefits as good for business. But is it fair to treat one group of employees differently from another when designing benefits packages or arranging work schedules?

Laws of recent vintage, such as the Family and Medical Leave Act and the Americans With Disabilities Act, spell out some of the answers, but human-resources executives say that these laws actually followed corporate America's lead. Now some companies are changing the names of their programs from work-family to work-life, acknowledging that not every worker fits.

The motivation for these changes has come from various sources: single-sex and dual-income households, single parents, never-marrieds, childless employees and disabled workers.

("How Fair are Work-Family Programs?" Working Woman, Marjorie Murray, May, 1994.)

Employers today are facing pay-and-benefit administrative complexities and challenges of still another change in workforce demographics and life-styles -- the rise of the non-traditional family.

The "spousal equivalents" or "domestic partners" of the new non-traditional family include homosexuals who cannot legally marry in any state and heterosexuals who have chosen not to marry or who are living together before deciding whether to marry, also sometimes in violation of state laws. These couples, some with children, belie the concept of "family" as a group of two or more people linked by marriage, birth, or adoption. They raise a plethora of legal, ethical, administrative, civil rights, and fiscal questions in the human resources and employee benefits fields.

Members of non-traditional families increasingly are demanding that their employers treat them the same regarding work-and-family benefits as they treat employees who are members of traditional families, arguing that their living arrangements have the same essential ingredients.

Reasons why some employers want/do extend benefits to non-traditional families:

--recognition that not all sincere, committed relationships are defined by marriage or by blood relationships.

--they are affected by the same work-and-family considerations as workers in the traditional families.

--can help employers recruit and retain qualified workers.

--employers responding to changes in society and the labor force.

Some employers are extending selected benefits to unmarried domestic partners and their dependents; others are taking the more costly step of ext extending all employee benefits to them, including health care coverage. Similarly, some employers have adopted formal policies regarding such benefits whereas others extend coverage on an informal or case-by-case basis.

Corporate leaders' support and knowledge of the issues surrounding family needs are necessary for action within companies. Many corporate leaders, whose children are grown or whose wives stayed home to care for the children, have never coped with the problems of balancing work and family. Without personal experience many corporate decision-makers must rely on employee demands or recommendations that make a strong business case for company involvement. Knowledge of the myths and facts surrounding dependent care is essential prior to making business decisions. (Fierman, 1988)

Corporations cannot and should not accept full responsibility for employees' family needs. Partnerships need to be formed between public and private sectors. The presence of a strong community child-care system also encourages employers to get involved in providing services for their workers. So, local community, state, and federal involvement is needed for a comprehensive, viable solution to a very complex problem.

Family and Medical Leave Act of 1993

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous 12 months, and if there are at least 50 employees within 75 miles.

REASONS FOR TAKING LEAVE: Unpaid leave must be granted for any of the following reasons:
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

At the employee's or employer's option, certain kinds of paid leave may be substituted for unpaid leave.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: The employee may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.
- The employee ordinarily must provide 30 days advance notice when the leave is "foreseeable."
- An employer may require medical certification to support a request for leave because of a serious health condition, and may require a second or third opinion (at the employer's expense) and a fitness for duty report to return to work.

JOB BENEFITS AND PROTECTION:
- For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."
- Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

UNLAWFUL ACTS BY EMPLOYERS: FMLA makes it unlawful for any employer to:
- interfere with, restrain, or deny the exercise of any right provided under FMLA;
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

ENFORCEMENT:
- The U.S. Department of Labor is authorized to investigate and resolve compaints of violations.
- An eligibile employee may bring a civil action against an employer for violations.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

Teaching-Learning Interaction

Family as a business issue

LC SS
BWF A C D E
WPBS 4 6 8 9
10 11 12
13 15
FHA/HERO

1. **FHA/HERO Integration**
Handout: **Business and the Facts of Family Life -- Background Information** (D 153 - 156)
Transparency: **Reflective Writing** (D 171)

Tell the students: Our economy needs the most skilled and productive work force it can possibly find in order to remain competitive. The same work force must reproduce itself and give adequate care to the children who are the work force of the future. The United States ranks number three in dependence on women in the work force, behind only Scandinavia and Canada.
We are aware that the demands and expectations of work can influence individual, home and family life both positively and negatively. Many employers are aware that their employees are more productive and satisfied if there are supportive benefits and policies that contribute to the well-being and stability of families.

Divide students into four cooperative learning groups. Assign each group one of the following four sections from the background material:

The Family as a Business Issue
Dependent Care
Conditions of Work
Corporate Mission

After reading the material and selecting the most important points, each group is to prepare a presentation to give to the class. The presentation format may be chosen by the group. The presentation must cover these essential questions:

1. What is the main issue?
2. What are the concerns of the family and/or business regarding the main issue?
3. What problems result from these concerns in the family and/or the home and what are the ramifications of these problems?
4. What are potential solutions?

At the conclusion of each presentation, show the transparency and have individual students complete the reflective writing.

Employer supports and benefits

LC SS
BWF A C D E
WPBS 4 6 9 10 13

2. Handout: **Workplace Innovations Which Support Family Life -- Background Information** (D 157-160)
Game: **Family Feud -- Supports and Benefits** (D 173 - 177)

Use the first page of the background information -- Changes in the Family and in the Workplace, Workplace Innovations: Employer Supports and Benefits -- as a teacher presented introduction to this teaching-learning interaction.

Divide students into four teams. The teams will first study the supports and benefits offered by companies (or this may be assigned as homework/home study). These same teams will form the Family Feud "families". Explain the rules to the game and then begin playing the game. Discussion is encouraged during the game to further the understanding of employer supports and benefits by the students.

LC SS
BWF A C D
WPBS 4 6 8
FHA/HERO

3. **FHA/HERO Integration**
Handout: **Employer Supports and Benefits** (D 179)
Note: This assignment should be assigned to students several days prior to when it is needed for class discussion.

Using the handout, students are to contact a human resources manager or employer in their town to ask about the family supports and benefits they offer. This contact may be in person or by phone.

To determine the businesses/employers to contact, divide students into small groups to brainstorm a list. After the brainstorming session, the students are to categorize the companies by types. Within each type, select several companies the students would like to contact. As a class make a master list of companies and divide the list so each student has one company to contact.

LC SS
BWF A C D
WPBS 4 9 10 13

4. Handout: **Employer Supports and Benefits** (completed homework) (D 179)

Individually, each student is to name the employer he/she interviewed, the name and type of company, and tell briefly what the employer does/does not offer regarding family supports and benefits. Also, the student should tell how the employer responded to the last question regarding "unique assistance offered to help employees balance their work and home life."

As each student presents his/her interview results, make a list on the chalkboard/transparency showing the type of employer, types of benefits, and other assistance provided.

Discussion Questions:

- What types of benefits are offered most often by companies?
- Why do you think companies offer these "common" benefits?
- Were there any companies that did not offer any benefits? Very few benefits in comparison to other companies? Why do you think this might be this way?
- Were there companies that offered a much broader range or more complete package of benefits than most other companies? Why do you think this might be this way?
- What types of companies offer the most complete package of benefits?
- Are there any unique benefits that may have been created out of employee's needs?
- What are your reactions to the information on benefits gathered from the interviews?

LC SS
BWF A C D E
WPBS 4 6 8 11 13 15

5. Handout: **Family Stages** (D 180)

Tell students: At different stages of life your needs for various kinds of supports and benefits will vary. Child care or flexible work hours may not be important as a young, single adult, or when married and the children have all moved out of the home, but at other stages those benefits might be extremely critical to balancing work and family.
Some companies offer a set package of benefits. Other companies offer flexible plans that allow employees to choose from a variety of options.
As people pursue employment, getting information about the company's benefits is an important part of the process.

Divide students into cooperative learning groups. Have them read through the information on family stages, and then, determine the supports and benefits that would be beneficial in each family stage. List these benefits/supports in the blank space below each family stage.

LC SS M
BWF A C D E
WPBS 4 8 13 15

6. Transparency: **Employer Supports and Benefits** (D 181)

Ask students to think about what they are going to look for regarding supports and benefits when they enter the job market after high school/training/college.

Show the transparency. Tell the students: Imagine you have just been hired by an employer whose policy allows each employee to choose seven of the benefits from the list. Students are to select seven benefits, list, and write two sentences for each benefit justifying their choice.

When the selections/justifications have been made, ask for a show of hands in tallying each benefit to determine which benefits were chosen most often. Determine percentages and discuss why these particular benefits were most often chosen.

Repeat this teaching-learning interaction by having the students select benefits for his/her parent.

LC SS
BWF A C D E
WPBS 4 6 8 13 15

7. Handout: **What Are Their Needs?** (D 182)

Divide students into cooperative learning groups and give one of the case studies from the handout to each group. After reading the family situation, students are to list the employee supports and benefits that would be most beneficial to the family and justify their choices. Report results to the class and discuss.

LC SS
BWF A C D E
WPBS 4 13 15

8. Handout: **Other Issues Regarding Employer Supports and Benefits -- Background Information** (D 161)

Students are to read the background information. Follow the reading with discussion.

Discussion Questions:

- In what ways is it fair/unfair for employers to offer benefits that not all groups or individuals can utilize? (Example: child care subsidies offered to single adults, young families, families nearing retirement age, etc.)
- Which name appeals to you the most: work-family or work-life programs? Why?
- What do you think employers should do as far as providing benefits to employee's "domestic partner" or "spousal equivalent"? What are the ramifications of your choice in this matter?
- How have company leaders/executives/employers had to change in order to see the need for work-life programs and to provide them in their companies?
- Whose responsibility is it to support the needs of the individual and family in their efforts to balance work and family?

Dollar cost of benefits

LC SS M
BWF A C D
WPBS 4 13 15

9. Handout: **The Dollar Cost of Benefits** (D 183)
Transparency: **Examples of the Dollar Cost of Benefits** (D 184)

Ask students: If your employer offered no benefits whatsoever, but offered you a salary or wage that was $100 per month higher than the average wage or salary for that job, would you take it? Why or why not?
Discuss the students' responses.

Using the handout, students are to write in estimates of the dollar cost of each of the benefits that a typical company might offer. Students are to write the estimates in the first column on the handout and calculate a total cost.

Show the transparency and have students fill in the remainder of the handout as you go over the information. The data on the transparency was gathered from a "typical" company of that type in a medium-sized city in Kansas in the fall of 1993. Have students calculate the actual total cost of benefits for each company.

Have students calculate the average number of hours an employee would work in a year having a full time job (40 hours a week times 52 weeks equals 2,080 hours). For each company's total benefits' cost, have students calculate what it would add per hour to the employee's wage/salary. (Example: $5,603.20 divided by 2080 hours equals $2.69 per hour)

Discussion Questions:

- * What impact does the dollar cost of benefits have on an individual or family?
- * When a person is pursuing employment, why should he/she seek information on benefits, as well as salary or wage?
- * What impact do benefits have on your efforts to balance work and family?
- * What changes in benefits or benefit packages do you foresee in the future? Why?

LC SS M
BWF A C D
WPBS 4 13 15
FHA/HERO

10. **FHA/HERO Integration**

As an action project, use the Working on Working unit from the Power of One program and apply the information from this section. Students may choose to plan and implement a project to discover benefits provided by a career field and employers which they may consider in their future, investigate laws which impact a field in which they are interested, or research current bills in the state or federal legislature that deal with work and family issues.

Family and Medical Leave Act

LC SS
BWF A C D
WPBS 4 13 15

11. Handout: **Family and Medical Leave Act of 1993 -- Background Information** (D 162)

Tell students: Child labor laws, the minimum wage law, the Social Security Act, safety and health laws, private pension and welfare benefit laws, and other labor laws were established in response to societal interest in prevention of exploitation by employers or to provide basic needs for all employees/citizens. The Family and Medical Leave Act was passed in 1993. It is designed to entitle an employee to family or medical leave from his/her job in certain cases without fear of losing the job because of this leave.

Divide students into cooperative learning groups. Assign one of the questions below to each group. After reading the background information, each group is to prepare an answer/answers to the question (written on chalkboard, posters, transparencies, etc.), and present to the class.

Questions:

1. What are the provisions of the act?
2. What are some reasons/situations that might cause an employee to want to take family or medical leave?
3. Why do you think individuals might want to have a bill like this?
4. What are the drawbacks to the employee and fellow co-workers with this act?
5. What are the drawbacks to the supervisor and employer with this act?
6. What are the advantages to the supervisor and employer with this act?

LC SS
BWF C D
WPBS 4 11 13
FHA/HERO

12. **FHA/HERO Integration**

In an effort to support employers who do provide benefits that are "family friendly," students may develop a method of recognizing local employers who provide benefits that help families. Forms of recognition may include certificates, on-site visits to meet with management, display in the community with company names listed, signs for the window of the company, formal recognition during a school activity or athletic event, etc. This activity may correspond to FHA/HERO Week or some other special designation to gain more public recognition for the employers and for the home economics program.

Debriefing

Content: How do employer supports and benefits impact the balancing of work and family?

What differences are there between companies regarding the supports and benefits offered?

How does the dollar cost of benefits affect the individual's or family's income?

Process: How was it beneficial to identify the employer supports and benefits needed at different life cycle stages?

How did you use the process to evaluate decisions regarding employer supports and benefits on a personal level?

Reflective Writing

Complete at the conclusion of each presentation

I think it is important that I know...

I think it is important that I remember...

I want to apply this information in the following ways:

for self...

for others...

Family Feud -- Supports and Benefits

FAMILY FEUD -- SUPPORTS AND BENEFITS

Instructions for playing the game:

1. Depending on the size of the class, divide students into two or four groups/families. If there are four groups, start with two groups. Exchange groups at the end of each round or game.
2. Line each group on either side of a table. Give them a minute to determine a "family" name.
3. Ask the first participants on each side the first question on the list. The first one to raise his or hand (or to ring a buzzer, if one is available) gets the opportunity to answer first. If that person's answer is not the correct response, the other contestant has the opportunity to respond. If the participant is successful, his/her team has the chance to try and answer the next six questions.
4. If the team answers all of the questions correctly, they are awarded five points for each correct response. The team is allowed two wrong answers or "strikes."
5 If the first team strikes out, the second team has the opportunity to come up with the correct answer. If they are successful, they steal all of the points away from the other team.
6. Continue in this manner with all of the questions. As questions are answered, follow-up with discussion.
7. Total up points earned by each team. Award prizes if you wish.

Game Questions:

1. What is a compressed work week?
   Answer: 40 hours of work compressed into less than 5 days
2. What is one variable to consider with maternity/paternity leave?
   Answer: paid/unpaid, length of time away allowed, birth and/or adoption
3. Name two things that may or may not be covered by a health insurance benefit.
   Answer: partial/all/none paid by employer, deductibles, coverage, total limits, additional riders, prescriptions included/not included, substance abuse coverage

4. Is paternity leave taken by the mother or the father, or is it leave for either parent?
Answer: leave for the father

5. What is another word for a retirement plan?
Answer: pension plan

6. What is the term for an alternative to layoffs in which all or part of an organization's workforce temporarily reduces hours and salary?
Answer: work sharing

7. Name three variables that are possible with the benefit of vacation days.
Answer: paid/unpaid, length of time, restrictions on using vacation days, loss of accumulated days if not used during a specified time, payment for unused days at retirement

8. What is V-time?
Answer: A time/income trade-off program that allows full-time employees to reduce work hours for a specified period of time with a corresponding reduction in pay.

9. Name two variables that are possible with the benefit of paid holidays.
Answer: not work and paid/unpaid, extra pay when working on a holiday

10. Name two things employees are sometimes allowed to buy at discounted prices.
Answer: company stocks, merchandise, services

11. Some companies have special savings plans that are managed by trained investors. What is it called when the company puts an equal amount of money into a savings plan as the employee does?
Answer: matched savings

12. What are flexible work places?
Answer: working at home or other locations if the need arises on an intermittent basis

13. What is the term that describes the additional pay/stocks/ etc. that may be given to an employee?
Answer: bonuses

14. What is incentive pay?
Answer: employee is given a specified amount/percentage of pay if productivity/sales/quotas exceed a certain amount; a bonus to encourage productivity

15. What is telecommuting?
Answer: employees working off-site while linked to the office by computer

16. What is alternative staffing?
Answer: working on a short-term assignment with a company, employed either by an agency or directly by the employer

17. What is the term used that describes gradual retirement brought about by the reduction of full-time employment commitments over a set period of time?
Answer: phased retirement

18. Explain job sharing.
Answer: a form of regular part-time work in which two people voluntarily share the responsibilities of one full-time position, usually with benefits and salary prorated

19. What concerns need to be addressed when job sharing?
Answer: benefits available, high level of written or phone communication with the other job share person, work habits of the other person

20. Name three variables that are possible with the benefit of health insurance.
Answer: paid/unpaid by employer in full/partially, deductibles, coverage, total limits, additional riders, prescriptions covered/not covered, substance abuse coverage

21. What is dependent care?
Answer: care of someone who "depends" on you; could be children, elderly parent or relative, disabled adult

22. What type of dependent care benefits do companies sometimes provide? Name three possibilities.
Answer: dependent care subsidies, on-site/near-site child care, information and/or referrals, may contract with a child care provider for a specified number of openings

23. Explain flexible or "cafeteria" benefit plans.
Answer: A number of different benefits are offered through the workplace and employees are given a specific dollar amount they can "spend" on benefits through a flexible spending account; employee chooses the benefits wanted.

24. What is eldercare assistance?
Answer: The assistance may include subsidized care, resource and referral services, long-term care insurance, flexible working hours, etc.

25. What are Employee Assistance Programs (EAP)?
Answer: Counseling, resource and referral services, special programs, crisis intervention, etc. are offered to the employee who may be having difficulties and is needing assistance; may be offered on-site or contracted through outside services.

26. What is personal leave with the right to return?
Answer: Leaves may be for educational reasons, medical

purposes, family reasons, etc. The person has the right to return to the same place of work with the expectation of getting a job similar to the one she/he had when taking leave.

27. Explain what family education or human relations skills seminars are.
Answer: on-site or off-site educational presentations for employees; may be for college credit; employer usually pays for the seminars

28. What is relocation assistance?
Answer: Assisting the employee when he/she takes a job with the company or if the person is laid off from work. Assistance may include: moving costs, finding a house in the new location, helping a spouse find a job, school information, paying motel costs until finding a home.

29. What is sick leave?
Answer: authorized periods of time away from work due to illness

30. Name three variables that are possible with the benefit of sick leave.
Answer: paid/unpaid, length of time allowed, covers/does not cover staying home with sick family member

31. Which occupations traditionally are in need of liability insurance? Name three.
Answer: doctors, lawyers, psychiatrists, social workers, teachers, nurses, day-care workers

32. What is part-time work?
Answer: working less than 40 hours a week; may be fewer hours each day, regular hours but fewer days each week, off one week and working the next week

33. Name three variables that are possible with part-time work.
Answer: job security, are benefits prorated according to hours worked or not offered at all, sacrificing a career path or promotion if working part-time

34. Describe flexible hours.
Answer: work schedules that permit flexible starting and quitting times with limits set by the management; most often have a set of "core hours" when all employees must be there

35. Some companies offer health and fitness benefits. What are some of the specific programs they may offer? Name two.
Answer: stress reduction seminars, health club membership, smoking cessation classes, heart checks, cholesterol checks and blood pressure screenings

36. What might be included in a transportation benefit offered by a company?
Answer: company vehicle to use exclusively/partially, mileage/gas

37. What benefits might be offered if a company has education benefits? Name two.
Answer: company may be willing to pay employees to acquire further education; may pay all/some of the fees; usually has to be classes relevant to the employee's position; may offer technical, computer, leadership and development workshops and seminars

38. What is deferred compensation?
Answer: The employee may put away a certain amount of money (often subject to a limit) until a later time. This money is not taxed until it is taken out, usually when the employee is in a lower tax bracket.

39. What is disability insurance?
Answer: Disability coverage provides a continuation of salary if you should become ill, injured, or take maternity leave.

40. Name two things that life insurance coverage might include.
Answer: death, accidental death, loss of limb or eyesight, dependent/spouse coverage

41. What is an investment option?
Answer: The 401(k) is a tax deferred investment option. In addition to employee contributions, the employer may also make a contribution. Typically you are allowed to put in up to 6% of your income each year.

Employer Supports and Benefits

Directions: Contact the personnel manager or employer of a business. Ask if they have time to answer some questions regarding the types of benefits they offer to their employees. Tell them this assignment is for your class at school.

Please describe briefly any benefit you provide to your employees related to the following:

Health Insurance

Paid Vacation

Sick Leave

Parental/Maternity Leave

Holidays Off Or Paid Working Holidays

Flexible Work Hours and Schedules

Job Sharing

Child Care Options (resource/referral/subsidized)

Elder Care Options

Employee Assistance Programs

Savings, Retirement or Investment Options

Flexible or "Cafeteria" Benefit Plans (Employees are given a specific dollar amount to "spend" on benefits of their choice through a flexible spending account.)

Are there other forms of support or policies to assist employees in their efforts to balance work and family? If yes, please briefly describe.

Family Stages

Stage 1: The Couple

Begins at marriage and ends with the birth of the first child.

Couples (married and unmarried) without children would remain in this stage throughout the course of the relationship.

Step 2: Expanding Circle

Starts with the birth of the first child and ends with the birth of the last child.

Stage 3: Peak Stage

When there are two or more preschool children in the family.

Stage 4: Full House

Begins when the youngest child enters school and ends when the oldest child leaves home.

Stage 5: Shrinking Circle

Begins when the first child leaves home and ends when the last one departs.

Stage 6: Empty Nest

All of the children have left home and the parents return to the solitude of stage one.

Employer Supports and Benefits

Maternity/Paternity/Personal Leave
Job Sharing
Flexible or Cafeteria Benefit Plans
Employee Assistance Programs
Family Education/Human Relations Skills Seminars
Information and/or Referrals for Dependent Care
Subsidies for Dependent Care
On-Site or Near-Site Child Care
Relocation Assistance
Personal Leave With Right to Return
Eldercare Assistance
Health Insurance
Sick Leave
Part-time Work
Flexible Hours
Transportation
Disability
Life Insurance
Investment Options
Deferred Compensation
Purchases
Education
Health and Fitness
Liability Insurance
Pension/Retirement Plans
Vacation Days
Paid Holidays
Savings Plan or Matched Savings
Lower Costs on Buying Company Stocks
Incentive Pay
Bonuses
Compressed Work Week
Telecommuting
Alternative Staffing
Phased Retirement
V-Time
Work Sharing
Flexible Work Places

What Are Their Needs?

1. Janelle has a 3-month old daughter who has several medical problems that require regular visits to the doctor. Janelle is ready to return to work. She would like to work part-time but many companies hire only full time employees.

2. Matt's elderly father lives with him and is fully supported by him. His father needs surgery and will need some care after he comes home from the hospital. Matt would like to take a leave from work to help care for his father. After recovering from surgery, his father will have regular check-ups and physical therapy treatments for 6 months.

3. Su Linn is required to be at work by 8:00 a.m. and it takes her 45 minutes to drive. Her 6-year-old son does not have to be at school until 9:00 a.m. She would like to be able to stay with him in the morning before school and arrive 1 hour later to work. She would make up the time in the afternoon by staying 1 hour later. Su Linn would also like to be able to attend some of her son's daytime school programs and parent-teacher conferences.

4. Clinton and Marilyn have worked for more than 30 years and are planning to retire next year. They would like to be able to travel and not worry about their decrease in income.

5. Shawn and Carol are adopting a baby soon. Both would like to spend time with their newborn without fear of losing their jobs. After the first several months at home, both want to return to full time work.

6. Katie is returning to work after being home with her 2-year-old son. She would like to find a day care that is close enough to work so she could visit her son during her lunch hour. Since Katie divorced recently and is now a single parent, she and her son are without health-care coverage.

The Dollar Cost of Benefits

Fulltime Employee:	Estimate	Grocery Store	Fast food chain	Nursing home	Bank
Health Insurance					
Paid Vacation					
Paid Sick Leave					
Holidays					
Parental Leave					
Savings/ Retirement					
Child Care Subsidies					
Stocks					
Other					
Other					
Total					

Examples of the Dollar Cost of Benefits

Fulltime Employee:	Estimate	Grocery Store	Fast food chain	Nursing home	Bank
Health Insurance		$375 a mo. x 12 months = $4500.00	None	$75 a month x 12 months = $900.00	$80 a month x 12 months = $960.00
Paid Vacation		1 week 40 hrs x $7.00 per hour = $280.00	1 week 40 hrs x $5.00 per hour = $200.00	1 week 40 hrs x $5.00 per hour = $200.00	3 weeks 120 hours x $20 per hour = $2400.00
Paid Sick Leave		60 % of wages for 12 days — $7.00 x 8hrs x 12days x 60% = $403.20	None	None	12 days paid $1920.00
Holidays		Work 5 holidays Time-and-a-half $84 x 5days = $420	Have to work one holiday a year - regular pay $40	Work some. Time-and-a-half $60 x 2days $120	Closed on holidays - Paid 6days x $160 = $960
Parental Leave		60% of wages for 6 weeks	6 weeks - no pay	6 weeks no pay	6 weeks - Paid if have accumulated sick leave
Savings/ Retirement		Profit sharing	None	None	Match savings up to $2000/year $2000.00
Child Care Subsidies		None	None	None	None
Stocks		None	None	None	None
Other		Can get these benefits if you work 32 hours a week		Can eat meals there at reduced cost	Company car
Other				Withhold dollars for specified expenses - not taxed	Withhold dollars for specified expenses - not taxed
Total		$5603.20	$240.00	$1020.00	$8240.00

Family and Work Conflicts

OUT OF ORDER

Family and Work Conflicts

Perennial Problem:

What to do about work and family decisions?

Practical Problem:

What should be done about the interactions of work and family and the resulting conflicts and challenges?

Learner Outcomes:

The learner will:

1. Recognize the interrelationship between family and work with each one impacting the other.
2. Analyze how work and family interactions may result in role conflicts.
3. Examine strategies for resolving work and family role conflicts.

Supporting Concepts:

Work and Family Interactions and Conflicts

A. Role Conflicts

B. Types of work
   1. Income-producing work
   2. Household work

C. Who does the work?

D. Work and family interrelationships
   1. Work factors affecting the family
   2. Family factors affecting work

E. Strategies for resolving role conflicts
   1. Role priorities and role sharing
   2. Standards and expectations
   3. Communicating for change

Resources:

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Susan S. Stautberg and Marcia Worthing, Balancing Acts, Master Media Limited, New York, 1992.

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Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
    - ✓1. clear articulation,
    - ✓2. analysis,
    - ✓3. conceptualization,
    - ✓4. synthesis, and
    - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Work and Family Conflicts

Background Information

Role Conflicts

Work-family issues imply interactions between the workplace, the individual, the family, and the community. It is not just that families and work are changing, it is the relationship between the two that creates even more of an impact.

Most individuals who are full time members of the labor force also perform the roles of worker, parent, and in most cases, spouse, simultaneously. Each of these roles demands time, energy, and commitment to perform the role adequately. When these demands are incompatible, role conflict results. Role conflict is defined as the "simultaneous occurrence of two (or more) sets of pressure, such that compliance with one would make it more difficult to comply with the other" (Kahn). Role conflict exists within the domain of work as well as within the domain of family. Moreover, there are role conflicts between the work domain and family domain.

Problems focusing on the interrelationship of work and family are not new. However, as fewer and fewer families have a person whose major responsibility and time commitment is to see that the family runs smoothly and as the current economic recession deepens, stressful interaction between work and home life seems more intense.

Such shifts in work-family relationships occur over the course of one's work career and family life cycle. Different problems occur at different stages of life and at different levels of job responsibility. Conflict generally occurs when the demands of one sphere make it difficult to comply with the demands of the other. Whatever the nature of the relationship, the research clearly shows that the family is more likely to bear the brunt of work-family conflict. The balance is not even, and the job takes priority.

Societal changes in some areas, such as the growth in maternal employment, have moved faster than changes in other areas, such as cultural role expectations and household contributions for males and females. When imbalances exist, a climate for conflict is created, and there is a need to seek ways to deal with or resolve the problem.

When considering role conflict and stress, the most frequently identified roles were: employer/employee, friend, son/daughter, spouse, and parent. Sources of stress cited most often were: financial problems, major changes in work or family, problems with children, recent loss of family member due to death, divorce, or separation, chronically ill family member, single parenting.

Well-educated workers are more likely to be employed in professional or managerial positions, which provide both the flexibility and the financial resources to manage multiple roles.

Perceptions of stress and conflict varied significantly due to gender, income, occupation, marital status, and presence of children. In general, women perceived their lives to be significantly more stressful than did men. Women experienced more stress due to financial problems, major change in work or family, seriously or chronically ill family member, chronic unemployment, frequently ill family member, and single parenting. The highest level of conflict and stress was reported by single parents who indicated stress levels of nearly double that of individuals in two-parent families. Married couples with children perceived more stress than childless couples. The presence of a larger number of children in the family produced conflict, primarily for women whose husbands were highly career-oriented. Female working parents with younger children at home experienced work and family conflicts more often than other workers. Also, females were found to be less satisfied with the rate of advancement, opportunity to interact with colleagues, and freedom to pursue long-range career goals.

The combination of work and family roles generates stress. There is a transmission of stressful experiences/conflicts between the two role domains in the form of stress spillover and stress crossover. Stress spillover occurs when a stress in one domain results in stress in the other domain for the same individual. Stress crossover occurs when stress experienced by one's spouse at work leads to stress being experienced by the individual at home.

Three forms of work-family conflict have been identified. One is time-based conflict, in which the time demand by one role is seen as interfering with participating in another. An example would be a mother who experiences the need to attend a Saturday morning business meeting and her son's soccer game at the same time.

A second type of conflict is strain-based conflict, where the stress associated with one role seeps into the performance of the other role. The well-known accounts of adults who take their work-based anger out on spouses and children are examples.

Behavior-based conflict, the third type, occurs when behaviors are inappropriately transferred from one role to another, such as in the case of a business executive who attempts to run his/her family life according to the same set of analytical principles used to run a business.

Managing multiple roles is at the heart of balancing job and home life. Role strain occurs when managing easily or effectively is no longer possible. Carrying out the dual roles of working and parenting in today's society has become an increasingly problematic set of activities for the majority of working adults. The neatly compartmentalized worlds of previous decades, when family management and breadwinning responsibilities were assigned primarily by gender, have all but disappeared. Today's reality is that most adults work outside the home. While this change has not negated the roles of child rearing and household management, it has forced a reexamination of whose roles these are and where family responsibilities lie.

As in most transition periods, changing behaviors often outpace social and organizational structures. Such is the case for today's working parents, who have largely felt the burden of both working and parenting in a world that has been unresponsive to their realities. Workplaces have tended to act as if wives were still at home managing the multiple roles of child rearing and homemaking. As a result, employees must cope with the mounting stress of balancing work and family demands in the absence of outside aid and support, either from the government or the private sector.

Types of Work

Two basic kinds of work exist for families. One is the work that keeps the household going. The other is the work that produces the income.

Household Work

Not all work, of course, brings monetary reward. Some work must be done simply for the well-being of people. The work a family does in the home in order to keep up with day-to-day living is household work. Although people seldom get paid for household work, such work is worthy of value and appreciation.

Some people never see or think about many of the jobs that are done in a household. If someone else cleans off a counter, puts away the dishes, and wipes up the dust, you may not even be aware that these jobs were accomplished. Nevertheless, such tasks, and many others like them, are handled in families every day -- by someone.

Not all household jobs are related only to cooking and cleaning. Many families have yard and maintenance work to be done. Errands may need running. A car may need to be serviced. Children have needs that must be met. All of these jobs are also important in families.

Household jobs differ in several ways. For one thing, some are done more frequently than others. Mowing the lawn may be a once-a-week job during the summer, but what about during the winter in cold, snowy areas? The job is no longer needed. In contrast, the family would have a problem if the laundry were only done during the summer. Most household jobs can be categorized according to how often they need to be done. Daily, weekly, and monthly are common time frames.

Jobs also differ in the amount of time they take. Doing the laundry may take several hours overall, but you can do other things while the clothes are washing and drying. You can't clean the bathroom, however, by setting out the cleaning supplies and walking away.

Some jobs are simpler -- even more fun -- than others, but you might not get people to agree. While one person may love to cook, another may hate it. If everyone dislikes it, then what?

Families have different approaches to household work. What they want and are able to get done depends on their attitudes and the time they have available. The willingness of family members to share the load is also a factor.

Income Producing Work

The other type of work that families do is income-producing work. Such work provides money for needs. The amount of time that people must devote to this type of work varies. Most often the work is connected to a job that requires a commitment of time during the week. The amount of time is not the same for everyone. While one person may put in a forty-hour week, another may have to spend far more than this. Some may have fewer hours with a part-time job. In some families, one person provides all the income. In many families today, however, multiple family members contribute income.

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Who Does the Work?

Who does the work in a family? This is a question that could cause debate in almost any household.

In the traditional approach to family management, daily care of the home and family were the mother's responsibility. She cleaned the home, washed the clothing, prepared the meals, and helped the children with homework and school activities. If she worked before marriage, she was expected to stop when the first child was born. For the most part, household work was hers.

The father's responsibility consisted of providing financially for the family. His was the income-producing work. Not only did he earn the money, but he also made the primary decisions about how the money was used, including making major purchases, investing the money, and buying life insurance. He also had the final word in most other major decisions concerning the family. His work at home tended toward less routine jobs, such as repairing the car and installing appliances.

Changing Tradition

Over the years, the way people have handled work has changed. Yesterday's division of work responsibilities is not reasonable in many families today.

You can easily see why. Many women now hold income-producing jobs. Just as women are sharing more of the responsibility for securing an income, men are sharing more of the household responsibilities. Even childen and teens make contributions.

Because "old habits die hard," however, sharing the workload has not been an easy adjustment in all families. Sometimes people feel that certain household work belongs only to women. Even when a woman has an income-producing job, she may still assume many of the household duties as well.

Studies have shown that women who are married, have two children, and are employed work an average of about 75-80 hours a week. Even when husbands share the household work, there are differences in how jobs are assigned. Women still do about two-thirds of the everyday jobs at home. They tend to do the repetitive daily jobs like cooking, cleaning, laundry, and mending. Men work on cars, do yardwork and home repair, pay bills, and do household errands. Their work tends to be more flexible. Men often have more control over when they do household work and how much of it they do.

Men are more apt to share child care than routine household tasks. Again, however, there are some differences in what men and women do. Men tend to play with, educate, and watch the children. Women are more likely to be in charge of feeding them, taking them to the doctor, washing their clothes, and other more routine tasks.

Change is often slow. As young men and women build their families today, however, a new attitude is developing. More and more people see work of whatever kind as something that a family must accomplish together. They choose fair methods that work best for them.

A job that produces a family's income is usually a big commitment of time and energy. Household work is too. Combining both can be like having two full time jobs. Problems come when one person bears too much of the burden. Even when work loads are shared equitably, managing life at home and on the job can still be a challenge.

People once believed that you could separate job and home life. Now they know that what happens at home affects the job, and vice versa. There is a definite interrelationship between job and family life.

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Strategies for Resolving Role Conflicts

Readjustment in traditional roles is resulting in a good deal of domestic stress. Both men and women are experiencing role expansion (taking on more roles and sharing roles while continuing in the old roles) as well as role-overload (too many roles and related responsibilities). Stress is bound to occur as more fathers share the responsibility for household chores and child care and as more mothers add part-time or full-time jobs outside the home. The move toward role flexibility is not easy because couples often feel they are going against what they grew up with. As some couples try out new ways to handle work and family responsibilities, they discover that moving away from the traditional roles may be personally uncomfortable and may result in criticism and pressure from those close to them. These changes may put them in a position of being at odds with what society has passed on and their own internal definitions of male and female behaviors.

On the other hand, many individuals have no difficulty accepting multiple roles made necessary by a changing employment and family structure. They readily accept family members sharing both employment and homemaking roles.

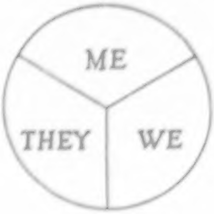
These shared roles are sometimes referred to as integrated or egalitarian roles. Role integration is the lessening of the distinction of work roles for males and females. Role integration allows family members, regardless of sex, to do what needs to be done in order to maintain a stable, positive family life. The terms integrated and egalitarian are used rather than equalitarian, meaning completely equal, the same. Few would support the idea that mothers and fathers need to, or even would want to, be exactly the same in what and how they contribute to family well-being. The egalitarian pattern facilitates the wife's working by altering the allocations of responsibilities within the family: husbands increase their participation and assume some of the household and child care responsibilities which customarily fall exclusively on wives. Thus, each marital partner has a significant role in both paid work and family work.

Sometimes individuals have difficulty accepting integrated or egalitarian roles. They are uncomfortable with roles other than the traditional male bread-winner and female homemaker roles. There are some factors that may hinder acceptance of female employment roles and male homemaker roles.

1. Parental Role Models -- When parents perform work roles and homemaking roles in an integrated fashion, young people are less likely to rebel against such role expectations. This is especially true if the parents enjoy the integrated roles.
2. Community Role Models -- Young people residing in communities where integrated work roles are common are more likely to accept such role expectations.
3. Positive Self-Concepts -- People with positive self-concepts more readily accept integrated roles. When individuals have secure feelings about themselves and do not feel they must prove themselves to others, they can better accept new roles. People with a positive self-concept do not need to prove their masculinity or femininity by performing particular work roles.
4. Need -- Acceptance of integrated roles increases with the need to perform or fulfill the roles. If economic situations force women to join the work force, such roles are more readily accepted. If situations dictate that women are not able to carry out the traditional homemaker role (disabled woman, women who are pregnant or just gave birth, or no woman in the home), males are more likely to fulfill this role.

Reallocation of tasks is likely to be most successful when each partner discovers and utilizes his or her strengths and interests. Even when the partner is willing to take on jobs formerly done by the other partner, communication and mutual support are needed.

The price for not making at least some role adjustments is high. It can affect productivity at home and at work and can lead to frustration and dissatisfaction with family life. Each person must learn to balance the needs and responsibilities in his or her roles as an individual (ME), as a family member (WE), and as an employee or employer (THEY). Each area may be competing with the others for one's time and energy. While these three major areas may not always be equally divided, for most people, over time, each area needs some time and attention. Most people find that there are times of imbalance related to the family life cycle or their job/career development.



Consequences of Being "Out-of-Balance"

"ME" -- If too little attention is given to the individual's health, social and emotional needs, the individual is likely to feel angry or depressed. If health and stress problems are ignored, physical well-being may be threatened.

"WE" -- If too little attention is given to one's family and/or other significant relationships, or if household management and parenting responsibilities are ignored, family relationships will deteriorate. Others may threaten or demand more attention or may leave to find more rewarding relationships. Also, each of us benefits from the support of close relationships. Ignoring our need to give and receive support (which requires time and attention) robs us of the valuable and rewarding family experiences we need to replenish our personal energy and self-esteem.

"THEY" -- Too little attention given to one's work responsibility may result in lowered productivity or even in being fired or having one's business fail.

Family members also have beliefs and expectations about how other family members' "we, me, they circles" should be divided. For example, if a family member is not taking care of himself or herself, others may become concerned. If a member is not attending to work responsibilities or has become unemployed, others may put pressure on that member to change. At the other extreme, too much attention to work or other outside activities may also result in other family members feeling neglected if it continues over time.

Because time and energy are limited, most people must develop specific strategies for priortizing and following through on a limited number of activities within each area. Regardless of how sensibly a person diagrams the way he or she would like to see these three major role areas in relation to each other, each person's choices have consequences and impact on others. Most dual employed and single working parents have become all too familiar with the idea of trade offs -- behaviors, activities, responsibilities foregone in order to fulfill others. Making a trade off means selecting to spend time and energy on one activity over another, thus foregoing the other activity temporarily or permanently. The disadvantage or losses involved in foregoing an activity are called called the opportunity costs.

Strategies for Resolving Role Conflicts

Dual career families and single parent families find ways to resolve the role conflicts and resulting stress and strain that occur. These families may use some of the following means to adapt their lifestyle.

1. Role Priorities and Role Sharing

Family members clarify their roles, deciding which ones are of greatest importance. This may involve decisions about their roles as employees, spouses, parents, and friends. It may also include decision making within the context of individual roles, such as setting priorities for being a good spouse. Role priorities/role sharing/role change issues impact on parent-child relationships as children of working parents are often encouraged and/or expected to share in household and personal responsibilities that were once carried out by a parent.

The primary purpose of role priorities and role sharing in families is to prevent role overload for any one particular member. Secondary benefits include gaining more empathy for other family members as one person does someone else's tasks, developing a broader base of skills, developing independence and giving children the benefit of nurturance from both mother and father.

It is important to realize that a simple redistribution of former role responsibilities without reevaluation of 1.) priorities and 2.) standards/expectations may result in simply shifting the overload from one person to another, and important activities may still end up undone. It is important to look at role sharing along with role changes in general, as elimination and reduction of tasks is an important related strategy. Also, not all role sharing is done between immediate family members. Extended family, friends and service providers in the community (child care, homemaker health aids, house cleaners, plumbers, electricians, painters, lawn services, etc.) are also resources for handling tasks that a family member has done in the past.

When putting role sharing strategies into place, there are several things to keep in mind that will make the process go more smoothly and will help ensure more positive results.

a. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, such as when it will be done, how much or how well it will be done. The amount of instruction will vary depending on who the task is delegated to -- spouse, child, paid help. Also, realize and accept that it will not be done exactly the way it's been done before, and that's okay.

b. Do not treat the spouse the same way as the children in regard to reallocating part of old roles: keep in mind that when husbands and wives see themselves as partners in managing the new lifestyle, role sharing goes more smoothly and marital relationships do too. With children, parents play a supervisory and teaching role as they take on more tasks.

c. Clarify the difference between "helping out" and taking responsibility and decide which is wanted as you negotiate role sharing. When a person "helps out," the job still belongs to the other person, and he or she is not relieved of the emotional burden associated with that part of his or her role. "Helping out" generally means not being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.
When a person takes responsibility for an activity that was once part of someone else's role, thus actually expanding one's own roles to incorporate this new activity as a part of them, there is a sense of ownership and decision-making authority. The person giving up that activity is no longer the "primary worrier" for doing that activity.

d. When someone takes on a new role from another family member, it is okay to be helpful and allow a transition time.

e. Be aware that the skills needed to maintain a household are not sex linked. Teach children a wide variety of both traditionally male and female roles. Use positive communication techniques to encourage husbands and wives to try out new tasks.

f. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks.

g. Recognize that there is no future in martyrdom. A person can say "no" and "wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role. It is only human for family members to expect everything to be done by the one who's been doing it all along -- and to not appreciate it. Even if martyring oneself gets benefits in the short run ("isn't she/he something?"; "see how she/he does it all?"), it can be exhausting and emotionally destructive in the long run.

h. Review priorities and standards. Consider relationships vs. household needs. Some standards may need to be raised, while others lowered.

i. Talk regularly with your family about what's important to get done and who might like to do it, who's good at it, who needs a change, how to change standards, etc. Eliminate unnecessary tasks. Try taking turns on tasks no one wants to do all the time. Try making written schedules to keep everyone clear on agreements.

j. People often question when change is being asked of them. Part of being a "change agent" is being a teacher -- enlighten family members as to how other working families do things, how certain role sharing ideas are beneficial, etc.

2. **Standards and Expectations**

It can be quite painful to give up one's dream of the perfect house, the ideal workshop, the showcase yard, or the sharpest car, but most dual-employed or single working parents must learn to let some things slide. What can be *eliminated* or done *less often* or *less well* depends on each person's and each family's values and priorities. Standards are judgments, a measure of how well we feel something has to be done. Standards are learned and reflect our early family and school experiences, as well as our personalities and values. As an example: "If it's worth doing, it's worth doing well." Those who are perfectionists will probably have the most difficulty lowering their standards.

Changing standards and expectations does not always mean lowering them. An increase in standards may also occur as individuals or families evaluate priorities and find that some things which are important haven't received enough attention (ranging anywhere from spending time reading to a child instead of watching television to spending more time getting the car washed more during the winter so it doesn't rust out and cost more money for repair.)

Standards very quickly translate to expectations. A standard by itself is a cold piece of information -- how much, how often, how well. When it becomes an expectation, the "should" is added. When that "should" or "expectation" is not met, there is discomfort; thus, a *feeling* part is added. Standards are the measuring stick of expectations, e.g. we *expect* a child to clean his or her room. When the child emerges from the room and announces the room is cleaned, is our expectation met? That depends on our standards for the child's room.

Changing standards, if it is to be done comfortably, involves several elements:

a. If the issue impacts on the entire family, it is necessary to talk over a possible change together. An example might be: only doing laundry once a week and expecting each member to take his or her own clothes to his or her room; or volunteering to continue to change the oil in all of the cars but expecting the primary driver to keep the gas tank filled, the oil checked and the car clean. Depending on how important it is to a person *not* to continue the task the way it has always been done, he or she *may* present this information as fact ("from now on...") or as an area to be negotiated. The family may want to explore possibilities of someone else taking over a given task if the family doesn't want to lower its standards.

b. If another person takes over a new role, but someone else will be *supervising* the job, or having an *opinion* about it, or will *evaluate* it, standards should be discussed ahead of time. It is not always easy to transfer a piece of one's role, but it is even more difficult to transfer the *standards* associated with it.

c. One must negotiate with oneself to get comfortable with the change. Whether one is the *initiator* of a change in standards *or* must live with the change in standards initiated by another member, it can take

some mental adjustment. We all have the inner ability to adjust our attitude. We can work on our self talk, and we can get social support.
*Note: Information regarding self talk can be found in the unit, Life Management Skills, A 65 to 67, A 102 to 106.

Social support refers to the feelings of esteem, love, respect and belonging we get from our family, friends, co-workers and even our community and our American culture. These sources become our social support network. While some individuals need or want more social support than others, research has shown that in times of stress and change, social support is very valuable for coping or managing effectively. The support or lack of it that we receive from others depends largely on their values, priorities, standards, expectations, etc.

In studies of support networks, it appears that women have many support networks for their home and family role and are beginning to develop support networks at work. Men, however, tend to have a support network that revolves heavily around work and work perforamnce but are experiencing little social support from their present network for home and family roles. This, too, is changing as more men become more involved in home and family life. As our society changes, adapting to the idea of dual employed or single working parents, and as couples or individuals seek out friendships with others who are living a similar lifestyle, we will probably see more support for men to increase their involvement in home and family roles. There will be more esteem, support and respect shown for this. Also, men will perhaps be more supportive of each other for their involvement.
*Note: Additional information and activities on social support may be found in the unit, Life Management Skills, A 89 and 101.

3. Communicating for Change

Open communication is the best way of gathering input and keeping family members informed. It is important to communicate well and frequently about the following:

* What family members think needs to be done in the home as opposed to what they think they want done.
* Family members' time commitments.
* Family members' feelings and suggestions about their part in the family management plan.
* Support needed by individual family members and the family as a whole.
* Any problems that arise.
* Possible solutions to problems.
* Suggestions for improving the coordination, timing, and efficiency of household and family management.
* Household tasks and other family management jobs that need to be performed.

Communication about family management is most often spoken. Therefore, it is useful to establish a time for talking about managing the household and family. In some families, dinner time is set aside for family discussions. When this is not practical, setting a time for a weekly family meeting is a good alternative.

Written communication is also necessary for successful family management. Family members may leave notes for each other about their needs or about how to do particular tasks. Keeping a schedule or calendar is another form of written communication.

If there are behaviors that a family member would like another family member to change, follow these steps:

Steps in Communication for Change:

1. What behavior do I want the other person to change?
    * Focus on the behavior of another rather than vague personality traits (eg. "inconsiderate," "stubborn," "thoughtless," -- red flag words that cause defensiveness.)
    * Pinpoint exactly what the other person is doing or not doing that bothers you and that you'd like him or her to change.
    * Pinpointing helps us avoid generalizations such as "you always" and "you never."
    * Pinpointing helps us avoid "dumping" a load of frustrations on someone.
2. Is change possible?
    * Useless communication for change is soon interpreted as "nagging."
    * Can the person realistically make the change and, if so, how likely is he/she willing to do so? (e.g., Teenagers with lots of homework and a job can't realistically spend several hours a day on housework, but they can keep their own area picked up and help with some family tasks (e.g., dishes, meal preparation) daily, and other tasks can be done on weekends. A spouse who is out of town all week on business can't supervise the children.
    * Ask, "Am I saying what I am saying to vent my own frustrations or disappointment?" (e.g., criticizing a spouse for a poorly prepared meal when it was the best that could be done with the time and/or skills he or she had.)
3. Will my communication for change help?
    * Ask yourself, "How can my communication for change contribute to the well-being of the other person or to an improvement in our relationship?"
    * Am I demanding, threatening or ordering rather than offering a positive benefit or view for change?
    * When considering the benefit or incentive for change, base your plan on what the other person would see as valuable pay-off for change, not what you would like if you were that person. This requires caring enough to know the other person. Think not of why "should" the person change, but why "would" he or she want to change.
4. What new behavior do I want to motivate? Be very specific.
    * What exactly do I want the other person to actually do?
    * Clarify not so much what is being done wrong, but what he or she can do right.
    * Unclear expectations or desires lead to sloppy communication. "It would help if you'd do something around here" doesn't tell the person what you want, also he or she is doing something -- but not what you'd like.
      "Don't do that" does not help the person know what to do.
      "What do you think you're doing?" creates defensiveness and may stop a behavior but doesn't offer an alternative.
5. Build a positive statement and practice saying it. Then talk with the other person at an opportune time.

   Other factors that aid in positive communication to motivate change:

a. Phrase the communication for change in a way that the other person will be the most receptive to it.
   * Use "I" statements rather than "you" statements.
   * Take responsibility for your opinions rather than stating them as facts.
     "You behaved very badly when Aunt Millie came over" vs. "In my opinion you behaved rudely when Aunt Millie came over."
     "Your lack of cooperation in family activities is making us all unhappy" vs. "The way I see it, we would all be happier if you would cooperate more in family activities...and go on with the specific behavior."
   * Get your key need stated early -- don't build up to it, so it "gets lost" in the process.

b. Communicate in an empathic way.
   * Show you understand how the other person feels, not just how you feel.
   * Consider not only what you will say but how you will say it, how you think the other person will react and the timing of your statement (e.g., not in front of others, not on the way to a party when no one can follow through at the moment).
   * When you want to talk something over, ask for a few minutes or set a time when you can talk over "a concern" or "an idea." That way you'll be more sure you have the other person's attention.

c. Is the change you desire something important and worth making the effort to bring about constructive change?
   * Is it very important to the well-being of yourself and for others involved? Consider priorities.
   * If the first effort fails to bring about change, is it worth evaluating and revising your approach?
   * How can you show the other person you care and are willing to cooperate in the change?
     Commitment can be communicated by being clear, specific, by offering solutions or by offering assistance when appropriate.

d. Be sure you are aware of your own feelings and motives in the matter.
   * Negative or punitive feelings need to be dealt with before you approach the other person.
   * One can express anger, yet incorporate other elements of successful communication for change. An angry outburst without these elements may relieve the physical discomfort of the anger but is much less likely to bring about change.

e. Even if there are numerous things you'd like to see changed, focus on one area and one specific problem at a time. Take time to reinforce and get the new behavior established before moving on to another. Although starting with the most important issue first makes sense when we're learning a new communication technique, it sometimes is wise to start with something not too crucial or emotional until we feel confident and competent in our new style of communication.

f. Avoid actually using the word change in your communication. Most of us can make "adjustments" in our behavior but don't like the idea that someone else is trying to "change us." In reality, people do change, often without defining it that way.

6. Is my communication for change understood?
   * Does the other person understand what I have said? Does he or she agree or disagree?
   Ask, "Do you understand what I'm saying" or "What do you think I'm trying to tell you?"
   Clarify if there is not an accurate understanding. By asking for understanding in a pleasant way as part of your statement, there is no time for a negative response. Generally, the other person will have to focus on responding to the question of whether he or she understands and not that he or she won't, can't, etc. He or she still may not change, but that technique decreases the immediate negative response many of us have to any kind of request for change.

7. Plan what you will say in response if there is not an understanding or if the person indicates he or she is not intending to change. Your response depends on the issue and the circumstances.

   You can negotiate to try again later: "Perhaps this is not a good time to discuss this. I want to talk with you about this again -- tomorrow, after dinner, etc. Is that alright with you?"

   Or, you can drop it and "agree to disagree" if the issue is not worth pursuing. "I understand that you do not agree, but it is important to me that you know where I stand on this issue."

   You have the right to push the matter if it's important to you, and it probably is if you brought it up in the first place.

   Therefore, you could repeat or paraphrase your statement, perhaps responding to any legitimate excuse. You might add in one more incentive or piece of logic but keep this limited. Long explanations put you on the defensive and, if you had a legitimate request in the first place, it isn't necessary to defend it.
   "I understand your concern, but I want..."
   Or, just repeat your statement as it was...
   Or, "No, that is not what I meant. What I was saying is that..."

8. When your communication for change results in a desired behavior change, use positive reinforcement -- recognition and appreciation to encourage the other person and increase his or her motivation to continue with the change.

Family Assessment -- Traditional or Egalitarian

Directions: Assess how family members feel about role sharing issues.

Family Member:	TRADITIONAL	MODERATELY TRADITIONAL	MODERATELY EGALITARIAN	EGALITARIAN
Responsibilities and Tasks	Believes that there is "men's work" and "women's work" and is not willing to break those traditions even if both partners work outside the home. Believes that the income provided as "breadwinner" is the man's contribution to family responsibilities.	Believes there is "men's work" and "women's work" but is willing to "help out" occasionally with tasks that are traditional to the opposite gender; seldom initiates tasks. Believes that the income provided by husband/father is a major contribution to the family, but involvement in other ways is needed as well.	Believes that men and women are capable of many tasks and behaviors traditional to both genders and is willing to share in nontraditional tasks. Believes that providing income is only a part of a man's total contribution to family responsibilities, and that women can share as partners in the "provider" role.	Believes that no tasks beyond actual childbirth must be gender linked; shares in all types of activities and is willing to take primary responsibility for some nontraditional tasks. Is likely to initiate a nontraditional task without being asked and believes in a "co-provider" and partner relationship with a working spouse.
Parenting Beliefs and Practices	Teaches and encourages children only in the areas traditionally thought to be acceptable behavior for their gender. Practices traditional child care/parenting roles, e.g., father serves primarily as the disciplinarian for the children, mother teaches, nurtures, etc.	Teaches and encourages traditional roles, but also is open to breaking some traditions, e.g., okay for boys to express tender feelings or for girls to be independent. Expects children first to be able to accomplish traditional tasks of their gender.	Teaches and sometimes encourages children to discover their own strengths and for both genders to express a wide range of feelings. Is comfortable with children learning nontraditional tasks and practices, some nontraditional child care and parenting roles.	Teaches and encourages children to discover their own strengths and feelings and to take responsibility and share in nontraditional household tasks. Shares actively in parenting roles and responsibilities.
Reaction to Role Sharing	Is highly uncomfortable and/or will react negatively to any pressure to do something not within one's own view of traditional gender roles and responsibilities. Does not ask for or expect help from the opposite gender partner or children.	Is somewhat uncomfortable when pressured to do something not within one's own view of traditional gender roles and responsibilities. Will often clarify that he/she is only "helping out" when doing a nontraditional task.	Is comfortable in doing nontraditional tasks. Is willing to share and negotiate tasks; seldom avoids a task because the opposite gender "should" do it.	Is very open and willing to share roles, is actively involved in working out an egalitarian lifestyle within the family.

Developed by Joan Comeau, Family Information Services, Minneapolis, Minnesota.

Teaching-Learning Interaction

Work and family interactions

LC SS
BWF B C D E
WPBS 13 15

1. Transparency: **While you are here...** (E 27) Before the students enter the classroom, have the quote on the transparency showing. Begin discussion by telling the students: You started a new job today. Your employer has this statement posted on the company bulletin board.

   Discussion Questions:
   * What does this statement mean to you?
   * How would this code of behavior affect how you act and what you talk about at work?
   * Would it be possible to work in this way? Why or why not?
   * What impact would this have on family?
   * What impact would this have on work?
   * What would happen if your child was sick and the day care center could not take care of him/her? How will your employer react to your request to leave early?
   * What would happen if you were in a staff meeting and your employer asked you a question? You are unable to answer because you have been thinking about the argument you had with your spouse this morning. How will your employer react to your excuse for not responding to his/her question?
   * What if the same code of behavior was enforced at home?

LC SS
BWF B C D E
WPBS 13 15

2. Handout: **Work and Family Affect Each Other** (E 28)
   Transparency: **Work and Family Affect Each Other** (E 29)

   Divide students into cooperative learning groups. Using the handout, students are to write in ways that family affects work and ways that work affects the family. Students may draw more arrows on their diagram if they need more.

   Ask students to share their answers with the class. Show the transparency and have students categorize their ideas by seeing how they fit under the answers given on the transparency.

LC SS
BWF B C D E
WPBS 13 15

3. Game: **Work and Family Interactions** (E 30)

   Begin the game by dividing students into two teams. You will need two bowls with the cut apart work demands and family influences placed in them. Each team will draw a work demand from the first bowl. The team is to define it (1 point). Then, the team is to draw an influence from the second bowl and is to describe a logical way in which a work demand can affect family life both positively (1 point) and negatively (1 point). The team has 30 seconds to begin its answer. "Influences" slips of paper will be put back in the bowl after each use. The team with the most points wins.

LC SS
BWF B C D E
WPBS 6 13 15

4. Handout: **Ways Work and Family Affect Each Other** (E 31)

Students are to work individually, first, to complete the handout. Then, form small groups to compare answers, discuss, and support their answers.

LC SS
BWF B C D E
WPBS 6 13 15
8 9 10

5. Handout: **Case Studies: Ways Work and Family Affect Each Other** (E 32, 33)

Divide students into cooperative learning groups and assign one of the case studies. Students are to read the case study and determine which ways/factors (previous handout) are represented in their case study -- which ways does work affect the family and which ways does family affect work. Share findings with the class.

Role conflicts

LC SS
BWF B C D E
WPBS 6 8 9 10
13 15

6. Ask two students to **role play the situation of Sarah and David.** As the students watch the simulation, they are to consider which ways work and family are interacting with each other and which ways they are in conflict with each other.

Role play situation: Sarah and David are going out to eat and to a movie tonight. Sarah calls David at 4:00 p.m.

Sarah: Hi, David. Guess what just happened? No, I won't make you guess. I'll just tell you. My supervisor just came by and asked me to work until 10:00 tonight. We're taking inventory at the store, and it has to be completed by the time we open tomorrow.

David: What! You mean your supervisor just now asked you to work late tonight? He didn't give you any more notice than that? Sarah, we have plans for tonight. We haven't been out for a long time by ourselves. You know it's not that easy for us to get a night free for both of us at the same time.

Sarah: I know David. This really puts me in a bind. They really need my help here at work to get inventory completed before we open up again tomorrow morning. I also know how difficult it is for us to schedule an evening out together. My job is important to me and so is our relationship and spending time with you.

David: Well, what are our options?

Discussion Questions:

- * Which ways that work and family affect each other were represented in the role play?
- * In what ways might work and family be affecting each other in this situation?
- * How could this possibly lead to conflict between Sarah and David?
- * What roles are in conflict?
- * What options do Sarah and David have?

LC SS
BWF B C D E
WPBS 9 15

7. Handout: **Role Conflicts -- Background Information** (E 5, 6)
Transparency: **Work / Family Roles Generate Stress** (E 34)
Transparency: **Three Forms of Work / Family Conflict** (E 35)
Handout: **Types of Work -- Background Information** (E 6, 7)
Handout: **Who Does the Work? -- Background Information** (E 7, 8)

Review the information covered in the handouts and transparencies with the students.

Resolving role conflicts

LC SS
BWF B C D E
WPBS 6 9 10
12 13 15

8. Handout: **Strategies for Resolving Role Conflicts -- Background Information** (first part --(E 8, 9, 10)

Divide students into cooperative learning groups and have them read the background information. Each person in the group is to write down the three things he/she feels is most important in the reading material. Then, the students should discuss and justify their choices. By consensus, the group should determine the most important piece of information and share it with the class.

LC SS
BWF B C D E
WPBS 9 10 15

9. Handout: **Two Career Couple** (E 36, 37, 38)

Ask several students to role play the situation in **Two Career Couple**. Bring props from home to add to the role play.

Discussion Questions:

* How common or typical was this role play situation? In what ways was it typical?

** List the role/other conflicts the family and/or couple were experiencing.

* Why were these conflicts happening?

* What roles did Marge/mom take on besides teacher, mother, and spouse? (schedule keeper, responsibility taker, care taker, person who gives in, list maker, nurturer, pleaser, appeaser, solution finder, consoler, reluctant asker of help, planner of family events)

* What is an "enabler", and in what ways did Marge fit into that description?

* What was the impact on each of the family members as a result of these role/other conflicts -- short-term and long-term impact?

* What potential solutions do you see to these conflicts?

** Role/other conflicts: (Marge's other roles)

-Rushing into the house, hands full, no one there to help her or just ignoring her needs (rusher; always rushing)

-Clothing in disarray, looking like the end of the day (rusher, tired)

-Immediately beginning to think about what needs to be done for the evening (schedule keeper)

-Husband forgot to set the meat out to defrost, so she bought other food just in case (responsibility taker)

-Husband in comfortable clothes, reading the newspaper, having soft drink, ignoring children's needs (self-caretaker)

-Wife getting out snack for others (caretaker)

-Brad interrupts; lots of interruptions (person who gives in)

-List for present; demands from family as soon as she got home even though Dad had been there (list maker)

-Checking on everyone else's day; no one asked her about her day (nurturer)

-Brad asking for specific colors of pencils and other items (pleasers; feeling guilt)

-Dad quieted Brad and said "enough" of his demands but didn't offer to take care of any of his requests (self-caretaker)

- -Pete "unloading" about his job, checking account, washing machine repair before she had any chance to relax or make the transition from work to home (responsibility taker)
- -Pete asking Marge to take off work time to avoid overtime pay, as if her job was less important or with no loss of pay/time (self-caretaker)
- -Party reminder (schedule keeper)
- -Plans to do laundry on Saturday (schedule keeper)
- -Pete complaining about Marge's work-related social commitments and Marge trying to appease him by offering dinner beforehand (appeaser)
- -Marge looking for babysitting options (solution finder)
- -Pete putting babysitting responsibility on Marge (schedule keeper)
- -Concern about Jenny's crying (consoler)
- -Marge suggesting the kids go after ice cream to "buy" some extra time to be able to fit everyone's needs into the evening (solution finder)
- -Pete suggesting Marge go to trash meeting, getting someone to take Jenny to Girl Scouts and finding a babysitter for Brad (self-caretaker; responsibility dumper)
- -Suggests that Pete wait for the repairman while she gets presents/school supplies/groceries (reluctant asker for help)
- -Pete wants relaxation and time with Marge (self-caretaker)
- -Needing a present for Pete's mother (schedule keeper, planner of family events)

LC SS
BWF B C D E
WPBS 6 8 9 10
13 15

10. Assessment

Assessment: **Presentation / Group Work Rubric** (E 39)

Handout: **Strategies for Resolving Role Conflicts -- Background Information** (second part -- E 10 to 16)

Divide students into cooperative learning groups and assign one of the three strategies for resolving role conflicts from the background information: 1.) role priorities and role sharing, 2.) standards and expectations, and 3.) communication for change.

Each group is to study the background information that it was assigned. Using that information, students are to rewrite the role play the "correct way" by incorporating the strategy they were assigned -- how the family could resolve/deal with the role/other conflicts they were experiencing.

The group will present to the class, 1.) important points from the background information regarding its assigned strategy, and 2.) the rewritten skit incorporating the resolving conflicts strategies.

Discussion Questions:

* How easy or difficult was it to resolve the conflicts in the role play? Was it similar to real life role conflicts and trying to resolve those conflicts?

* Which strategy for resolving role conflicts seemed to work the best? Why?

* What impact would it have on the family if they put it into action? Did not put it into action?

* If these strategies are put into place in the family, how quickly might one expect to see results? Why?

LC SS
BWF B C D E
WPBS 6 8 9 10
13 15

11. Divide students into cooperative learning groups. Students are to **brainstorm role/other conflicts they/teens experience.** One person should record the ideas.

After brainstorming the group should select one to three conflicts from its list and write a case study of a teen experiencing those conflicts.

The students will pass their case study to another group. This group will then determine the best strategy/strategies to use to resolve the role conflict. Share strategies and case studies with the class.

LC SS
BWF B C D E
WPBS 8 13 15

12. Handout: **Family Assessment -- Traditional or Egalitarian -- Background Information** (E 17)
Handout: **Reflective Writing** (E 40)

Students are to complete the handout by assessing the roles of each family member. After completing the assessment students should complete the reflective writing handout.

LC SS
BWF B C D E
WPBS 6 8 9 10
13 15
FHA/HERO

13. **FHA/HERO Integration**
Using the information gathered on this topic, students may choose to develop a project that would bring greater recognition to the conflicts and problems that result from the impact of work and family roles. They might choose to write a letter which highlights some of their findings and information. This letter could be mailed to local employers as a means of showing concern for strengthening local families and production of workers. A presentation may be developed and presented at a Chamber of Commerce meeting. Students will have other ideas of how to spread the word.

LC SS
BWF B C D E
WPBS 6 8 9 10
13 15
FHA/HERO

14. **FHA/HERO Integration**
As an action project, use the "Working on Working" unit from the Power of One program to apply the information from this section. Students may choose to plan and implement a project that they believe is important to prepare for the multiple role of wage earning and family leader or investigate how family issues are impacting a career field in which they are interested.

Debriefing

Content: How do work roles impact family decisions?

How do family roles impact work decisions?

What insight do you now have regarding role conflicts?

By remembering that we all play different roles within our families, how can we resolve work/family/school role conflicts?

Process: How were the role playing situations beneficial in examining role conflicts?

How were the skits beneficial in examining strategies for resolving role conflicts?

In what ways was it beneficial to assess family roles?

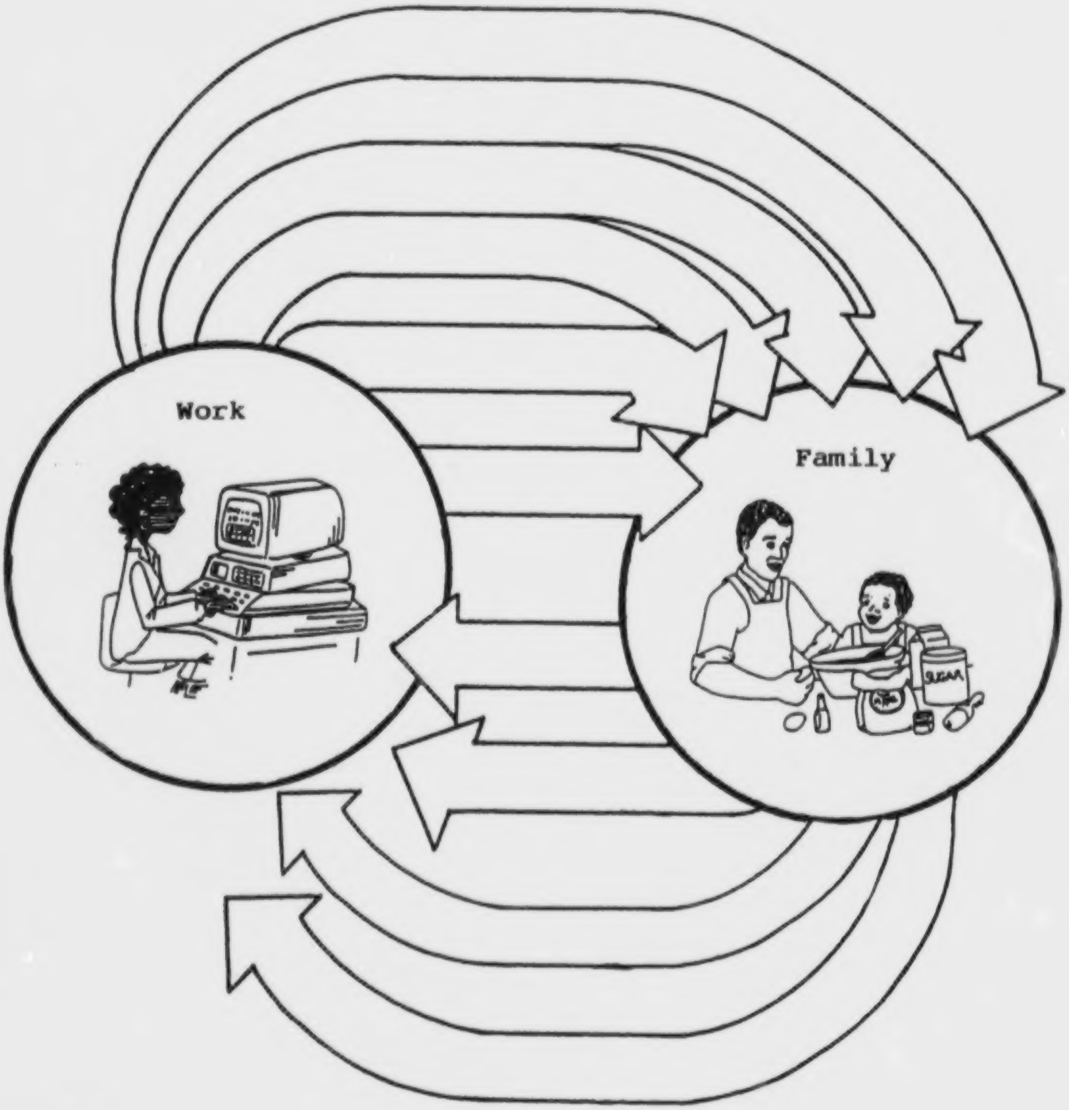
While you are here, you will act as though you have no other loyalties, no other life.

J. S. Hunsaker, "Work and Family Must Be Integrated," Personnel Administrator, 1983

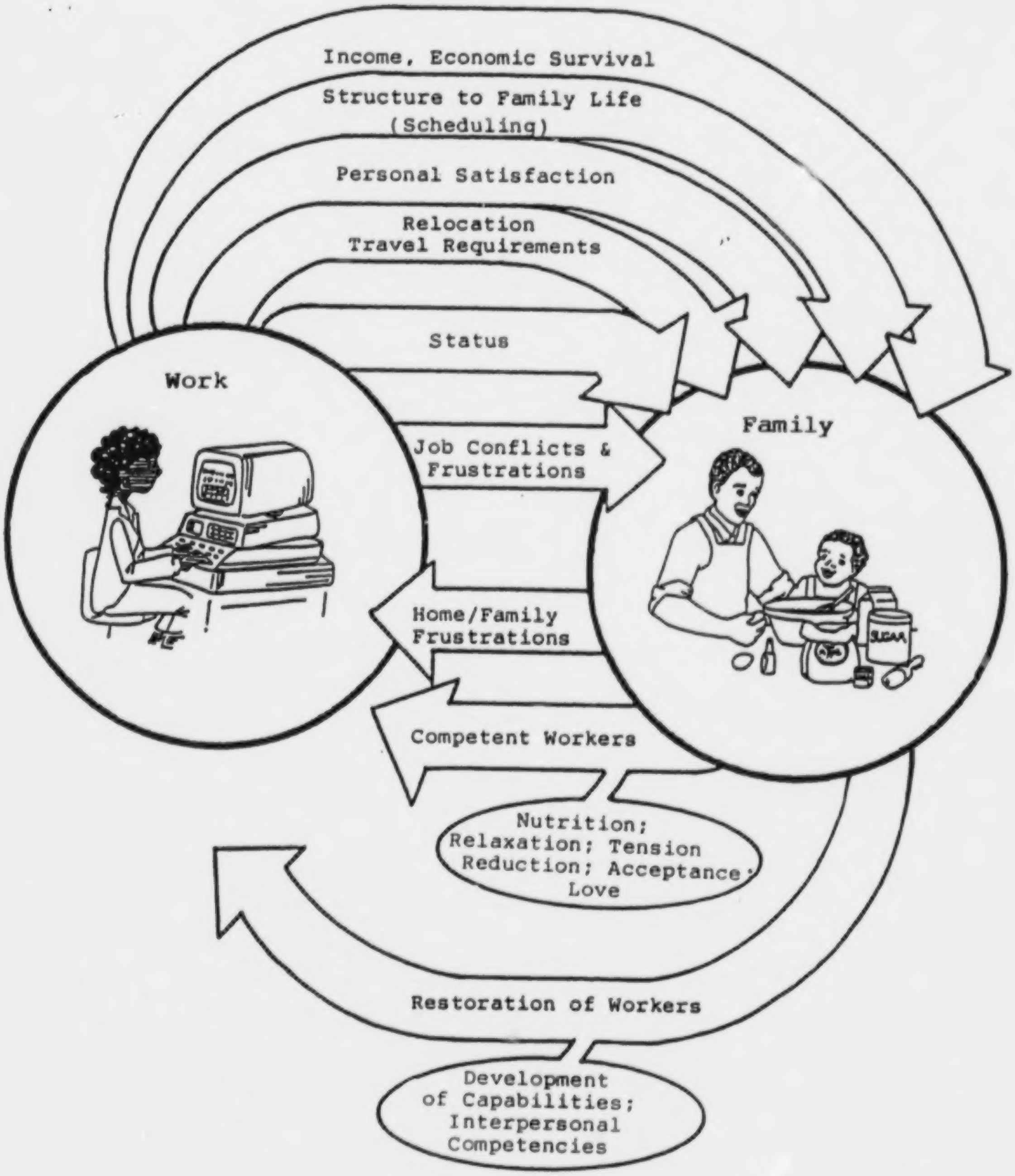
Family and Work Conflicts E 27
TLI # 1 / Transparency

Work and Family Affect Each Other

Directions: Inside the arrows write in ways that family affects work and ways that work affects the family. You may add more arrows if you want.



Work and Family Affect Each Other


Income, Economic Survival
Structure to Family Life (Scheduling)
Personal Satisfaction
Relocation Travel Requirements
Status
Work
Family
Job Conflicts & Frustrations
Home/Family Frustrations
Competent Workers
Nutrition; Relaxation; Tension Reduction; Acceptance; Love
Restoration of Workers
Development of Capabilities; Interpersonal Competencies

Work and Family Interactions -- Game

WORK DEMANDS

Work hours

Schedule

Overtime

Travel

Relocation

Physical conditions

Psychological conditions

Layoff

Contributions

Socialize

Loyalty

Commitment

Training

Salary

Benefits

Downsizing

Harassment

Glass ceiling

Security

Autonomy
(self-management)

Co-worker support

Supervisor support

Time off

IMPACT ON THE FAMILY

time spent with spouse

time spent with children

time spent with friends

scheduling family activities

amount of energy

amount of stress

leisure time

relationship with spouse

relationship with children

relationship with friends

economic status

day care options

elder care options

time spent on household tasks

adjustment to surroundings

health and well-being

Ways Work and Family Affect Each Other

Directions: After discussing each item on this list, mark each factor with an "F" if it is associated with family or with a "W" if it is associated with work. Write down information to support your choice. Be prepared to share this information with the group.

____ Finding quality child care
____ Having time for self
____ Having time to be with other family members
____ Managing household taxes
____ Guilt for not accomplishing more
____ Salary too low
____ Employee benefits not enough
____ Number of hours worked per day/week
____ Overscheduled family calendar
____ Disagreement with supervisor
____ Travel out of town
____ Disagreement with family member(s)
____ Divorce or separation
____ Death of a family member
____ Low partner support
____ New personal relationship
____ Poor health of family member or self
____ Physical demands of work (toxic chemicals, strenuous tasks)
____ Stress level at work
____ Stress level at home
____ Caring for aging parents
____ Relocation
____ Children's behavior/discipline/sibling fighting
____ Lack of shared responsibility for tasks
____ Other
____ Other
____ Other

Family and Work Conflicts E 32
TLI # 5 / Handout

Case Studies: Ways Work and Family Affect Each Other

Michael is a single parent with one child, Matthew, age 4. The company where Michael works has grown so much in the last year that they are adding extra work hours at the beginning of the day. Now, instead of coming to work at 8:00, Michael must be at work at 6:00. The day care center where Matthew goes during the day while his dad is at work does not take children until 7:00 in the morning, no exceptions.

Rhonda and Rex have two children; Rick, age 14, and Ruth, age 16. Both parents work full-time jobs, and Ruth has a part-time job on weekends. The family is involved in many community activities, and Rick and Ruth are highly involved in school activities. They find themselves home only a few minutes before they are out the door again. The house has become a disaster zone! Dishes and laundry are both piled high. The house hasn't been "picked up" or cleaned in several weeks.

Janet recently started dating Jerod. The relationship has started to become serious. Janet used to spend some extra hours at work, but now spends that time with Jerod. With dating and trying to keep up her apartment, Janet is getting lots less sleep than before. She also seems to catch herself thinking a lot about the relationship with Jerod and where it might be heading.

David's 86-year-old mother was recently hospitalized after she fell and broke her hip. After surgery and some recovery time, she was released from the hospital. David's mother lives in the same town as David and his wife, Donna. There are no other family members there who can help with the care of their elderly mother. She requires someone to help dress and undress her, help in bathing, help in grocery shopping and meal preparation, and house cleaning.

Linda and Larry's son, Luke, just started school this year. Since the beginning of the school year, Luke has been absent from school for chicken pox (nine days), three bad colds (total of nine days), strep throat (five days), and an earache (three days). With Linda and Larry both working and the day care provider not willing to take sick children, it has been difficult to make arrangements for Luke when he is sick.

Nathan and Nancy have two preschool age children, Natalie and Nick. Nathan's workload has increased dramatically since the company added a new line to its production. He used to be home by 5:30 or 6:00 most days after work. Now, he's finding it's usually between 6:30 and 7:00 before he gets home. He dislikes this because this postpones the evening meal too late for the children, and then, there is hardly any family time before the children have to be in bed.

Allison is a single parent with two children: Anna, age 4, and Adam, age 7. She is often up very late trying to get everything done at home after taking care of her children's needs. Allison's family life is so busy that she feels pressured in trying to manage. As a result, she is tired and not very alert at work.

Ken has a poor attitude toward his job. He doesn't get along with fellow employees and doesn't take responsibility for getting his job done. Certain qualities that Ken should have learned in the family setting were never gained. Because of this, he often argues with his supervisor and blames him for his own problems he has at work. Most every evening Ken comes home and complains to his wife about his supervisor and his lousy job. Ken even goes so far as to tell his wife, "Just let my supervisor push me too far one day... I'll show him... I'll just quit. Then he'll find out just how valuable I am to him."

Karen has been offered a job transfer to another state. If she accepts the transfer, the company has offered her two options: 1.) to live there during the work week and fly home for weekends and holidays, or 2.) to move the whole family there. She and her family must decide whether they want to move.

Cory is an emergency medical technician. Although the work is rewarding, the emotional strain he is under is often felt by his family. Each day for Cory is different from the next. He never knows what to expect during his work shift, and his family doesn't know what to expect when he comes home from work.

Trevor's wife, Tanya, recently moved out of the family home, taking their son with her. She is in the process of filing for a divorce and for the custody of their son. Trevor is depressed, and his emotional state is fragile. He is distracted at work.

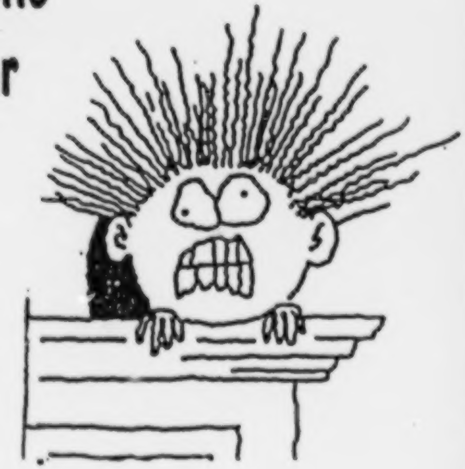
Peter lost his job, leaving his family with little income. He is trying to find another one, but he feels frustrated and concerned, which is apparent to his family.

Susan and Sam's teenage daughter is involved with a group of friends who are creating a great deal of difficulty for her. Susan and her daughter, Sarah, have daily arguments over the "quality" of Sarah's friends. Susan is concerned with her daughter's health, safety, present and future choices of behaviors, and their relationship with her. Susan is having difficulty sleeping at night, is often missing work because of severe headaches or to go to Sarah's school to talk to school officials because of the trouble Sarah is in.

The ABC Company is "downsizing" -- hiring fewer employees to do the same work as before the cut-backs. Laura now manages twice the number of employees and has twice the amount of paperwork to do. It is common for her to stay several hours after work two or three times a week and to go in and work on Saturday.

Work/Family Roles Generate Stress

Stress spillover occurs when a stress in one area results in a stress in another area for the same individual.



Stress crossover occurs when stress experienced by one's partner/family member at work leads to stress being experienced at home.

Family and Work Conflicts E 34
TLI # 7 / Transparency

Three Forms of Work/Family Conflict

Time-based conflict -- the time demand by one role is seen as interfering with participating in another.

Strain-based conflict -- the stress associated with one role seeps into the performance of the other role.

Behavior-based conflict -- occurs when behaviors are inappropriately transferred from one role to another.

Family and Work Conflicts E 36
TLI # 9 / Handout

Two-Career Couple -- Role Play Situation

Role Playing: "Two-Career Couple"

The place: 1218 North 32nd Street, their home

The time: Friday, 6:00 P.M.

The people: Pete Hackett, plant manager
Marge Hackett, teacher
Brad, their son, 8 years old
Jenny, their daughter, 10 years old

As the scene opens, Marge comes tearing into the house, arms filled with two bags of groceries she managed to pick up on her way home from the school she teachers in. Her jacket is crushed in the crook of her elbow, the bow on her white blouse has come undone, and her briefcase is slowly slipping from beneath her right arm. She looks around for Pete or one of the children to relieve her of her bundles. Thank God he didn't bring home another client. Luckily, she picked up some chicken...she was right...Pete forgot to leave out the hamburger to defrost. God only knows what's in the refrigerator -- or, more likely, not in the refrigerator.

Marge unloads the groceries, arranges some cheddar cheese and dumps some crackers on a tray, and moves toward the living room, stopping en route to kick off her shoes. They've been killing her all day.

The scene is typical. Pete has already changed into blue jeans and is just finishing a soft drink. Brad, their 8 year old son, is spread out on the floor with his entire collection of one hundred baseball cards. From upstairs, Marge hears soft whimpering, Jenny, their 10 year old, is quietly sobbing in her bedroom about something that happened at school that day.

Marge sets down the cheese and crackers and kisses her husband lightly on the head, pointing quizzically upstairs. Brad interrupts before Pete can answer.

Brad: Mom, did you remember about Chris' birthday party? We need a present. Did you get a present, Mom?

Marge: No, I forgot completely about it. I know I had you write it on my list last night, but I forgot to take my list with me this morning. We'll have to run out later this evening and get a present for his party. Did anything else happen? How was school today?

Brad: Okay. Nothing special, except that we have to bring in food for the charity drive and I volunteered to bring Hamburger Helper. Can you get that, too, Mom, when you go shopping? Oh, also, I ran out of notebook paper today at school, and I need some new pencils 'cause John busted my last good one last week, and I've been borrowing Mike's since then. Could you get that for me, too? I need wide line paper and the pencils with good erasers. I like the pencils with all the bright colors on them...think you could buy that kind for me?

Pete: Enough, Brad. Your mother just got home.

Marge: We'll take care of it all, Brad. How was your day, honey? (turning back to her husband)

Pete: I'm not sure...there's talk going around the plant about a reorganization in the company. I don't know what that's going to mean for me. There may be some promotions and transfers in the offing. It's all up in the air right now, of course, but I think we really ought to talk about what we would do if...

Marge: Pete, can we talk about it some other time? I mean, I can't worry about some uncertain future right now. It's after six, dinner isn't even started, and I have a briefcase full of papers to grade and lesson plans to do. Brad needs a present for Chris' party tomorrow, things for school, and...

Pete: Okay! We'll save it. Besides, I guess there are more immediate things to think about. Like the notice in the mail today about our checking account being overdrawn -- again! Honestly, Marge, if we're both going to draw on the account, we have to work out a better system of keeping track of things.

Marge: How in the world do I have time to work out a new system for keeping track of our checks when I don't have the time to keep up with what I need to do with the present system?!

Pete: Also, I called the service people about the washing machine. They can send someone out tomorrow morning, but it will mean paying overtime for service on Saturday. Are you sure you can't take a few hours off on Monday so they can come then, instead of paying them overtime?

Marge: You know that's not possible. How about *you* taking a few hours off from *your* job to sit around waiting for a serviceman to arrive three hours later than he said he would? No thanks! We really don't have a choice, do we? If they get here in the morning, that should give us time to catch up on the laundry before the party tomorrow night.

Pete: The party?! I completely forgot. That social committee at your school gives the worst parties. Why do they insist on trying so hard? This is the third one this semester, and I'm sure it will be as b-o-r-i-n-g as the first two. I suppose we have to go, huh?

Marge: Yes, I suppose. You know we have to go, Pete. We don't have to stay long, though. Or maybe the babysitter can come a little early and we can go out to dinner beforehand.

At this point the phone rings and Marge goes to answer it. She returns with the look, "what else could go wrong" and sighs.

Marge: That was the babysitter. She can't babysit tomorrow night at all, much less come early. Do you think we could leave the kids alone? It isn't as if we'll be that far away.

Pete glances at Brad, who is eagerly awaiting his parents' decision and doing a bad job of concealing his bias. He definitely thinks he's old enough to stay home by himself without a babysitter.

Pete: Oh...I don't think that's such a good idea. I'm sure *you* can work it somehow.

Brad: Aw, Dad...

Marge: That's enough, Brad. What do you mean, Pete that *I'll* work it out somehow? *We'll* work it out. I mean, really, Pete, it isn't all my responsibility. Where is it written that "all wives must handle all babysitter details"? And what about Jenny? What's going on? I could hear her upstairs when I came in. I should go talk to her.

Jenny enters the living room, kleenex in hand, eyes red from crying, and looks at her parents angrily.

Jenny: All you guys ever do is talk to each other. What about me? Don't I count? I have a life, too, you know, and it isn't easy. I have problems, too.

Marge: Of course you do, Jenny. I'm sorry. Mother and Dad have just had a bad day, that's all. Why don't you and Brad take a walk down to the ice cream store and buy some ice cream for tonight, and you and I will have a private chat after dinner. Okay?

Jenny: Sure...I've waited this long. What's another couple of hours?

Jenny and Brad exit, agruing about the flavor of ice cream to buy. Marge sighs a long sigh and turns again to her husband.

Pete: There was something else in the mail today -- a notice about a meeting at the city building about changing the trash service. They want someone for our neighborhood to be a spokesman for our area regarding the kind of service we've had. I'll be out of town next Tuesday evening. Can you go to that meeting? I know it's Jenny's Girl Scout meeting night, but could you find someone else to take her and pick her up. Maybe the babysitter for Brad could take Jenny.

Marge: Hey, Pete, I'm reaching "overload" really quickly! Let's take care of tonight and tomorrow first. It's way after six, and we should start supper. I'm surprised the kids didn't complain about being hungry.

Pete: They both had two peanut butter sandwiches.

Marge: Swell. Well, let's hit the kitchen. We can talk about tomorrow. If you can stay here in the morning and wait for the service man, I can get Brad's present for the party, get his school supplies, and do the grocery shopping for the week. Then we can get to the laundry in the afternoon.

Pete: What about tonight? I mean some time to just relax and talk -- just the two of us?

Marge: Well, if I can grade my papers from school and do lesson plans between nine and eleven o'clock, we could catch the late movie on TV together.

Pete: Forget the grading and lesson plans. They can wait. I can't.

Marge: But tonight's the only time. We're having your parents over for dinner on Sunday. It's your mother's birthday, remember?

Pete: Oh, darn! Marge, uh...uh, while you're out buying a present for Brad's party, could you...

And another typical weekend for the Hacketts is underway.

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

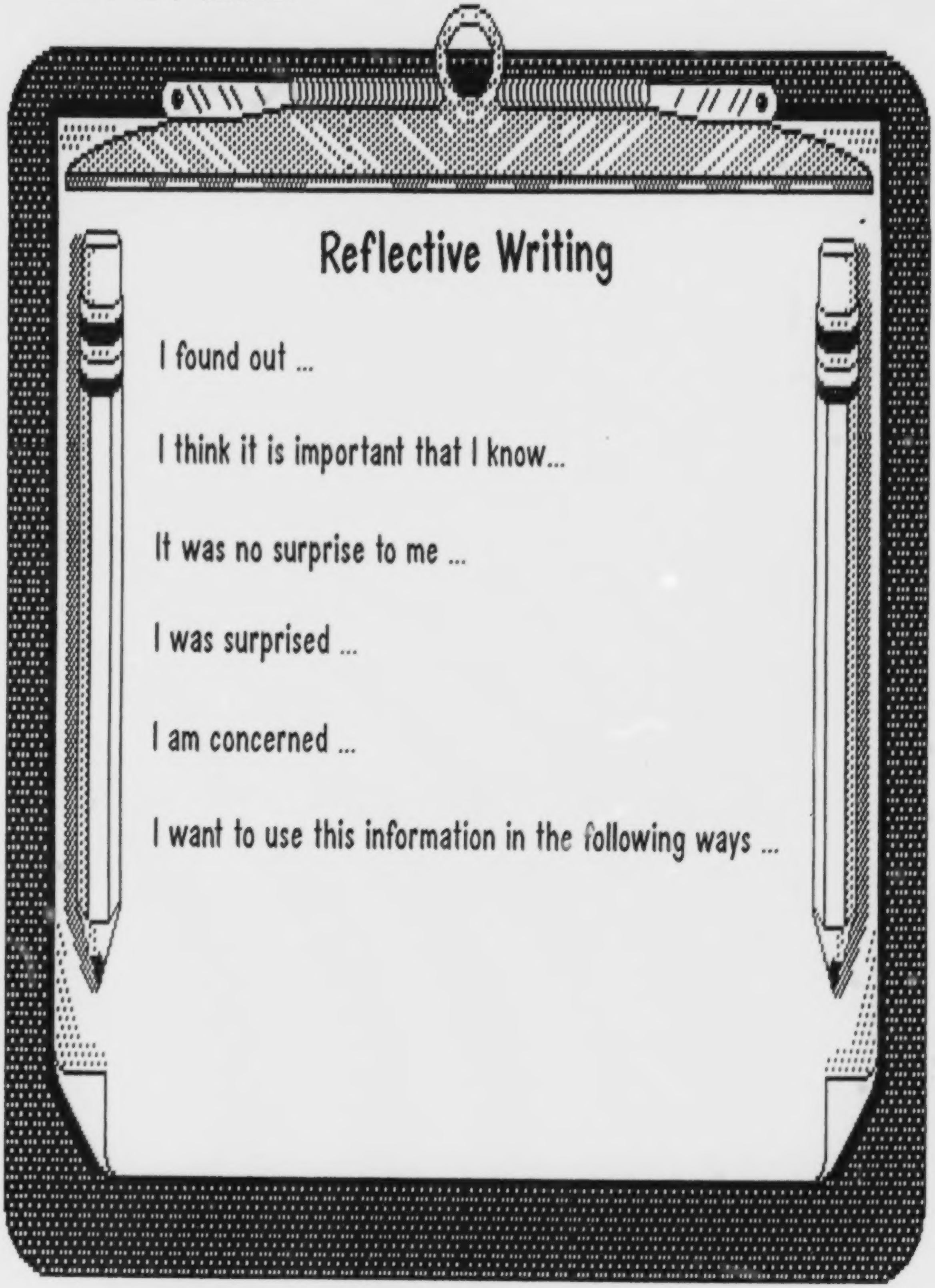
Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: _________ out of 56 possible points



Reflective Writing

I found out ...

I think it is important that I know...

It was no surprise to me ...

I was surprised ...

I am concerned ...

I want to use this information in the following ways ...

Solving Family and Workplace Problems

Solving Family and Workplace Problems

Perennial Problem

What should be done about work and family decisions?

Practical Problem

What should I do about individual, family and workplace problem solving and conflict management?

Learner Outcomes

The student will:

1. Analyze the thinking processes used in work and family problems.
2. Examine the characteristics of practical problems and contrast with other thinking processes used in work and family problems.
3. Apply the problem solving process to personal, family, and workplace problems for the well-being of self and others.
4. Examine the different types of conflict and their impact on individuals and families.
5. Analyze personality types/temperaments and the potentially difficult behaviors in each temperament style.
6. Identify and discuss strategies for dealing with the difficult behaviors of people.

Supporting Concepts

Practical Problem Solving

A. Solving personal and family problems
B. What are practical problems?
C. REASON through practical problems
D. Thinking processes used in work and family life problems

Managing and Resolving Conflict

A. Types of conflict
B. Constructive conflict
C. The communication process
D. Temperament styles
E. Difficult people behaviors

Resources

Harold R. Wallace and L. Ann Masters, *Personality Development for Work*, South-Western Publishing Co., West Chicago, 1989, Chapter 9.

Robert M. Bramson, *Coping With Difficult People*, Dell Publishing, New York, 1981.

Human Development Supplement, Balancing Work and Family, Hennepin Technical College, Plymouth, MN, 1989, Conflict Management Section.

David Keirsey and Marilyn Bates, *Please Understand Me: Character and Temperament Types*, Prometheus Nemesis Book Company, 1984.

John M. Oldham and Lois B. Morris, *Personality Self-Portrait*, Bantam Books, 1990.

W.J. Kreidler, *Creative Conflict Resolution*, 1984, Scott Foresman, and Co., Cambridge, MA.

T. Roderick, "Teaching Students Creative Conflict Resolution," *Educational Leadership*, January, 1988.

Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

John D. Bransford and Barry S. Stein, *The Ideal Problem Solver*, W.H. Freeman and Company, 1993.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
C. Use mathematics and mathematical principles.
✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
  ✓1. clear articulation,
  ✓2. analysis,
  ✓3. conceptualization,
  ✓4. synthesis, and
  ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓A. Apply problem-solving skills.
✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓A. Work collaboratively in teams.
✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Practical Problem Solving

Teacher Background Information

Solving Personal and Family Problems

The quality of work and family life depends on the ability to solve practical problems. These practical problems are complex, each with a varying context, requiring reasoning about what is best to believe and do in changing contextual conditions. Unfortunately, there is evidence (Perkins, 1985; Laster, 1987) to indicate that both youth and adults do not reason well to answer everyday what-to-do questions -- especially problems involving actions that will affect the well-being of others. Perkins (1987) found that normal education at the high school, college, and graduate school levels had only a slight impact on everyday informal reasoning skills. In fact, with the exception of home economics, educational programs do little to develop the reasoning skills needed to solve these human survival and family life problems.

All educators are responsible for helping students prepare for their future by developing the critical and creative thinking skills involved in solving problems. Deep, elaborative, and constructive thinking is required for learners to have meaningful learnings that can be remembered and used later. Since half of the information in any field is estimated to become outdated in six years, "students will be better equipped for the future if they are good thinkers rather than good memorizers of a fixed body of knowledge" (Willis, 1992 p. 1). Employers' competitive edge is increasingly dependent on their employees' basic thinking skills, and "workers are being challenged as never before" since they often lack the needed learning, creative thinking and problem solving skills (Carnevale et al., 1990).

As problems become more complex and lead to farther reaching consequences, individuals need help in developing their reasoning abilities. Individual and family issues as well as many of the significant problems facing society today have complex moral dimensions. Issues such as family violence, meaningful education, quality environment, care of the young and elderly, declining moral and ethical behavior, increasing self-centeredness, and declining civic responsibility require practical reasoning at family, community, and world levels. Such reasoning is necessary because the contexts of these problems are constantly changing: the world environment, people and their developmental stage, relationships between people, and value priorities.

Recent developments in cognitive psychology and home economics have led to the conclusion that thinking and learning skills can be modified. Practical intelligence, a set of learning and thinking skills needed for solving everyday problems, can be developed when adolescents are missing essential cognitive processes. Both Martin (1988) and Vulgamore (1991) were able to significantly increase their students' level of decision making by offering formal instructional activities. These findings suggest the need to formally help students develop practical problem solving skills, including decision-making and critical-thinking processes.

Background Information

Fulfilling work and family roles involves solving both scientific and practical problems and using a variety of thinking processes to solve those problems. Solving both scientific and practical problems requires reasoning:

reaching conclusions, inductively or deductively, from knowledge. However, scientific and practical problem solving processes differ in the types of knowledge needed to solve the problem.

Scientific problems, such as what is, why, and how questions, require scientific reasoning in which conclusions are reached from factual knowledge and inferences gained through observations. Practical problems, on the other hand, involve value questions that require rational and moral judgments, affecting people and their well-being. Thus, both factual knowledge and value knowledge are used to solve practical problems.

Practical problem solving is the process used to decide what is best to do when faced with a practical problem. An important component of this process is practical reasoning. Practical reasoning is the part of the practical problem solving process required for coming to the best conclusion about what to do. Practical reasoning involves high-level thinking and deep, elaborative information processing, including both critical and creative thinking skills. Critical thinking skills, such as assessing information accurately, judging the appropriateness of alternatives, and making a decision, are important to this process. In addition, creative thinking skills, such as imagining consequences, thinking through alternatives, and empathizing with others, are important to practical reasoning.

Work and family life problems have consequences that may benefit or harm people and, therefore, involve ethical consequences. Complex problems often involve many values, and, consequently, value conflicts arise when trying to decide between alternative actions or choices. A major component of practical reasoning is value reasoning. Value reasoning means reaching conclusions from values or value principles. Value reasoning involves clarifying the values held by those involved in a particular problem situation, considers the consequences of values, and evaluates and consciously selects the values that should guide actions. Fundamentally, value reasoning distinguishes practical problem solving from scientific problem solving, traditional decision making, and planning processes.

Practical reasoning involves determining an action or actions that have the best reasons for choosing that particular action. The best reasons are (1) reliable, truthful, relevant, and adequate supporting facts and (2) reasons that show concern that the consequences of the action benefit all who are or will be affected by the act (Coombs, 1971).

When using the practical problem solving process, "good thinkers" demonstrate specific behaviors. "Good thinkers"

1. Are complex thinkers
    - Open to multiple possibilities and alternatives
    - Consider alternative viewpoints
    - Use and search for evidence to support and refute alternative viewpoints
    - Anticipate and evaluate consequences of actions
    - Evaluate alternative actions with a variety of criteria or value standards
2. Are reflective and deliberate, searching extensively when appropriate
3. Believe in being rational
4. Believe thinking can be effective
5. Use intellectual standards and criteria for assessing their thinking and the thinking of others
6. Are ethical thinkers
    - Aware of ethics -- sensitive to ethical and unethical beliefs and actions and their consequences in everyday life
    - Concerned about the interests of others rather than only their own interests.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993)

Teaching-Learning Interaction

Personal and family issues

LC SS
BWF A F
WPBS 6 8 9 10 12 14

1. Handout/Cards: **Face to Face With Practical Problems** (F 13 - 17)
   Handout: **What Are Practical Problems?** (F 18)

   Cut apart the cards from **Face to Face With Practical Problems** and have each student select one card from the deck. The student should read the problem on the card and decide which of the following categories of problems is representative of his/her problem. He or she should find other classmates who have problem situations in that category. He or she should share his or her problem situations with the other members of the group and list ways that all of their problem situations are alike and ways that they are different. Share answers with the class.

   Categories:
   Problems in family relationships
   Problems with friends
   Problems with work or school
   Problems with boyfriends or girlfriends
   Community problems

   Students are to read the handout **What Are Practical Problems** and complete the lower portion. As a class, compare the problem situations identified previously with the characteristics of practical problems.

   Discussion Questions:
   * How often do people face practical problems?
   * Is there more than one right way to solve these problems?
   * What skills do you need in order to be able to solve practical problems?
   * How would developing your skill in solving practical problems influence your life? The lives of others?

   Move students back into the problem analysis groups formed earlier and have them describe how they would go about solving the problems on their cards. They are to list things they believe people should consider before deciding what to do about a practical problem. Share answers with the class.

Practical problems

2. Handout: **Solving Personal and Family Problems Background Information** (F 5, 6)

   Divide students into cooperative learning groups

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and have them read through the background information. Each student is to write down three points that he or she feels are most important and share them within the small group. Then, the group needs to determine the most important point it wants to share with the class.

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3. Handout: **REASON Through Practical Problems** (F 19)

Students are to read through the information and identify the parts of the practical problem solving process used to reason through problems.

Discussion Questions:

* Why should you use reasoning to solve practical problems?
* Why is each part of the practical problem solving reasoning process important when solving practical problems?
* If you use only some parts of the practical problem solving process, will you always choose the best solution? Why or why not?

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WPBS 8 12 14

4. Handout: **My Problem Solving Profile** (F 21)

Students are to complete the handout.

After completing the handout, have students write a paragraph in response to the quote: "A problem is a chance for you to do your best," by Duke Ellington. They should consider the following questions as they write their responses:

1. Why is it important to take responsibility for the practical problems you face?
2. What would happen if people ignored or avoided practical problems?
3. When it comes to practical problems, what does it mean to "do your best?"

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WPBS 8 9 10
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5. Students are to **select newspaper or magazine articles that illustrate a problem** and explain whether or not the problem identified in the article is a practical problem. They are to share the article with the class. Display the articles on a bulletin board entitled "Face to Face With Practical Problems" and illustrate the characteristics of practical problems.

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WPBS 6 8 9 10
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6. Read the **case studies and have students decide whether or not they illustrate examples of using reasoning to solve practical problems.** As a class, have the students make a chart

illustrating the positive and negative consequences of using and not using reasoning to solve practical problems.

1. Kevin is at a party and everyone is shooting up. He's never tried it. He's heard about the consequences of using drugs, but he doesn't consider these consequences as he makes his decision. He just wants to do what everyone else is doing, so he joins the others.
2. Kyle is being teased by a group of guys at school. They call him names, steal things from his locker, and threaten him. After school one day, he suddenly turns and hits one of them in the stomach.
3. Tamika hates school. Her older friends have dropped out. In fact, her parents dropped out of high school, too. She's not doing very well this quarter and has decided to follow the tradition in her family and drop out soon.

Discussion Questions:

* Would you have made similar decisions if you were in each of the above situations? Why or why not?
* Would the decisions made above be different if reasoning was used in solving the practical problem?
* What should be considered in each case study in order to make the best choice for self and others?

Thinking processes

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WPBS 6 8 9 10
12 14

7. Handout: **Thinking Processes Used in Work and Family Life** (F 22)

Divide students into cooperative learning groups. Students are to compare the differences and similarities between the four thinking processes and come up with an example of a situation or problem that would fit under each process. Discuss findings with the class.

Practical problem solving

8. Transparency: **Practical Problem Solving Think Sheet** (F 23, 24)
Handout: **Practical Problem Solving Think Sheet** (F 23, 24)

The teacher should demonstrate the practical

LC SS
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WPBS 8 9 10
12 14

problem solving process to solve a practical problem. Use the transparency to write out information for each of the reasoning components. At the same time, students will be writing the information on their handouts.

Practical problem for demonstration:

1. Sandra is popular at school and has many friends. She is very conscientious about doing things her friends like and being the best friend possible. Sandra's mother is going to visit relatives this weekend, which means Sandra will be at home alone. Her mother expects her to follow the same rules Sandra has when her mother is at home. When her friends find out that Sandra's mother will be out of town, they suggest that she have a huge party. At first Sandra thinks it is out of the question, but her friends keep pressuring her. What should Sandra do?

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WPBS 6 8 9 10
12 14

9. Handout/Cards: **Face to Face With Practical Problems** (F 13 - 17)
Handout: **Practical Problem Solving Think Sheet** (F 23, 24)

Divide students into cooperative learning groups and have each group select one of the problems from the cards. They are to work through the problem on the **Practical Problem Think Sheet.** Share alternatives and solutions with the class.

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10. Handout: **Practical Problem Solving Think Sheet** (F 23, 24)
Handout: **Practical Problem Solving -- Case Studies** (F 25 - 28)

Divide students into cooperative learning groups and have each group select one of the problems from the case studies. They are to work through the problem on the **Practical Problem Solving Think Sheet.** Share alternatives and solutions with the class.

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WPBS 4 6 8 14 15
FHA/HERO

11. **FHA/HERO Integration**

As an action project, use the "A Better You" unit from the Power of One program to apply the information from this section. Students plan and implement a project that they believe is important to strengthen their personal life, learn more about problem solving, or examine more closely methods commonly used to cope with problems.

Debriefing

Content: How do work and family problems require different thinking processes in order to resolve them?

How do work and family problems differ from each other?

What insights do you now have regarding your practical problem solving skills?

What criteria would you develop or use to make use of practical problem solving in an effective manner?

Process: How was working through the practical problem solving process with the case studies beneficial to you?

How could you use the practical problem solving process in working through problems in your personal life?

Face to Face With Practical Problems

Problems in Family Relationships

1. You and your younger sister are in the middle of another fight. She borrowed your tape player without asking you, and now it is broken. You saved for a long time to buy it and would never have let her use it if she had asked you first.

2. As you come home from school one day, you see your stepfather leaving the apartment in a hurry. He passes you without saying a word. You enter the apartment to see your mother lying on the kitchen floor. Though nothing seems to be broken, her face is red and is starting to swell up. You ask her what happened, but she does not reply. Instead, she asks you not to tell anyone what you saw or to say anything to your stepfather.

3. You are at a friend's party and are surprised to see your younger brother. It is apparent that he has been drinking heavily and now looks pretty sick. You offer to take him home, and he begs you to not tell your mother about his being at the party. He had told her that he was going to see a movie.

4. You have been looking forward to going to your first rock concert, and your friend has tickets for both of you. Your mother has forbidden you to go to the concert, saying you are too young. The only way you could go is if you tell your mother you are staying all night at a friend's house and lie to her about what you are doing.

5. Six months ago your father lost his job, and times are hard for your family. One night, your father talks with you and explains that it may be a while until he finds work. He asks if you would be willing to get a job and work after school or on weekends to earn extra money for the family. You recently tried out for the soccer team and have been struggling to keep your grades up. You feel like handling a job would really be difficult for you.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Solving Problems F 14
TLI # 1, 9 / Handout

Problems With Friends

1. You are excited that a very popular classmate has been talking with you a lot, and you are starting to be good friends. One day, your new friend asks you to spread a vicious rumor about someone that you know is untrue.

2. You make plans to meet a friend at a basketball game. When you arrive, your friend is not there. You wait for a long time, and still the friend does not show. Finally you go into the game, which has already started, and sit down. You look across the gym and see your friend watching the game, talking and laughing with some other people.

3. A new friend wants you to hide a stash of marijuana in your locker at school. You have heard that the principal is suspicious that your friend has drugs and know that they will probably be more likely to search the friend's locker than yours. If your friend is caught, it will certainly mean explusion.

4. While talking with friends at school, you learn that your best friend has told at least two other people information that you told the friend in confidence. Your best friend even swore not to tell anyone. You are embarrassed and hurt that this information is now public knowledge.

5. You are failing history, and it could mean being kicked off the track team. If you pass tomorrow's test, you could still get a passing grade for the semester. As you settle in to study, your best friend calls. He says a group of guys are going to see a movie. You've been waiting a long time to see this movie and think that a night out with friends would be a great time.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Problems With Work or School

1. On your new job, you are expected to work with several other employees as a team. One member of the team is constantly asking you to do his work and then sits around and does nothing. You are tired of this, but you want to impress your new boss and show her that your team can do the work.

2. You are having trouble getting to school on time because you work late at night and oversleep in the morning. You have served several detentions after school, which cut time out of your schedule at work. The principal has threatened to suspend you.

3. The boss has asked you and one of your coworkers to close the store. As you are cleaning up, you notice your coworker taking money from the cash register and putting it in her pocket. Your coworker is a single parent, and you know she has been working extra hours to buy school clothes for her daughter.

4. You would really like to go to the school prom but don't have the money for the clothes, limo, and dinner. Since you know that your parents don't have the money either, you are considering getting a job. You are worried about having enough time for school and your activities, but the extra money would be great.

5. You get average grades at school, but your counselor says you could do a lot better. It's time to schedule your classes for next year, and you must decide between a college prep or general course of study. You don't really know what you want to do after high school, but your father is pressuring you to go to college. You don't particularly like the idea of taking a lot of meaningless courses in high school.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Community Problems

1. Your apartment building is beginning to look like a dump. Trash is piling up in the hallways. Graffiti is written all over the walls outside and in the entrance. No one seems to be taking responsibility for making the place look any better.

2. Lately, there have been a lot of assaults in your neighborhood. People of all ages have been robbed and beaten. Your friends and neighbors are afraid to go out alone at night or even in the daytime.

3. You find out that a new boy at school is living out of a car because his family has no home. When you ask a teacher at school about this, she says that there are several members of your class who are homeless. With the holidays approaching, you wonder what it will be like for these families to have no money for gifts or maybe even food.

4. While walking home from school, you hear someone in the house next to yours screaming for help. You do not know the people who live there, but you have heard that it is a crack house.

5. A factory not far from your neighborhood has started to put out thick black smoke. After it continues for about a week, you see that a black dust has settled on buildings, sidewalks, and trees. Everyone in your neighborhood is concerned, but no one wants to complain. The factory employs many people from the neighborhood.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Problems With Boyfriends and Girlfriends

1. Your girlfriend has been pressuring you to have sex even though you would rather wait until you are married. One night, you are alone at her house and she says, "Why wait any longer if we love each other?" You would really like to be with her.

2. You have been dating the same boy for several months, and both of you have agreed not to see other people. At a party one night, you see him with another girl, laughing and obviously having a good time.

3. A boy you really like has asked you over to his house and has told you that his parents will not be home. This is your first date with him, and your mother has asked you not to go to friends' houses when their parents will not be home. You don't want to turn down the invitation, but you know you would have to lie to your mother in order to go.

4. Your girlfriend or boyfriend is constantly putting you down in front of your friends. At first, you laughed and took it as a joke. Now it is starting to get on your nerves, and your friends are beginning to wonder why you like this boy or girl.

5. You are babysitting for two children and don't expect their parents home for several more hours. After you put them to bed, the doorbell rings. It's your boyfriend, and he wants to come in for a little while. You know that you aren't supposed to have friends over while you are babysitting, but you are bored and would like to spend some time with him alone.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

What Are Practical Problems?

A PROBLEM is a situation in which something must be solved or worked out, and that involves selecting from many possible solutions. Throughout life, people face a variety of problems. Part of taking responsibility for yourself and becoming independent is learning how to solve problems in ways that are best for yourself and others.

There are different types of problems. SCIENTIFIC PROBLEMS involve specific knowledge and "how to" questions. Solving scientific problems means using factual knowledge, such as statistics, concepts, principles, and procedures. PRACTICAL PROBLEMS involve value questions that require both value knowledge and factual knowledge. Practical problems typically affect people and their well-being. They are action-focused and involve questions about what to believe and do. Some examples of practical problems follow:

What should I do about peer pressure?
What should I do about family relationships?
What should I do about a career?

Practical problems have distinct characteristics that make them different from scientific problems. Practical problems

- Have consequences that matter to self and others
- Are action problems
- Involve the thoughts, feelings, and needs of others
- Involve conflicting values
- Are complicated, messy, stubborn
- Frequently have no right solution
- Are dependent on the context or situation in which the problem occurs
- Are ill-structured
- Can be unclear in terms of information needed to solve the problem

Write three practical problems you have faced recently.

1.

2.

3.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

REASON Through Practical Problems

In order to reason through practical problems and find the best solution for self and others, it is important to consider many things about the problem, the situation, the possible solutions, and the consequences of your choice. The REASON model can help you work through complex practical problems. The components do not need to be used in the order given, but each component is important to the reasoning process.

R Recognize the Problem

Practical problems can be very complex, and sometimes just identifying the problem itself can be a real challenge. Each practical problem has a unique context, and the context of the problem can influence the solution. At this point it is important to consider what you really want to happen when this problem is resolved -- in other words, determine your "desired ends." Ask yourself the following:

What is the problem?
Why is it important for me to address this problem?
What is the context of this problem?
What caused the problem?
Who is involved?
What factors about this problem will affect my decision about what to do?
- Resources available
- Situational factors

What goals do I have for the solution to this problem? What are the desired ends I want to achieve?

E Evaluate Information Needed to Solve the Problem

Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help you develop and evaluate choices. Value information includes your personal values and the values of others involved who will help you decide which choice is best. Ask yourself the following:

What factual information is needed?
Where can I obtain this factual information?
What are my personal values regarding this problem situation? Which of these values are most important?
What are the values of others involved in this situation? How will those values influence my decision about what to do?
What criteria will I use to decide which choice is best?

A Analyze Choices and Consequences

There is always more than one choice involved in a practical problem. Sometimes there may be many choices. Even doing nothing about a problem is a choice. Each choice carries with it possible consequences, consequences for yourself and for others as well as both short-term and long-term consequences. Ask yourself the following:

What choices are possible?
What are the short-term and long-term consequences of each choice for myself and others?

S Select the Best Choice

Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends. Ask yourself the following:

Which choice best reflects the values I have and the ends I desire regarding this problem?
Which choice would result in the most positive consequences for myself and others?
Which choice works best for this particular situation?

O Outline a Plan for Action

Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Ask yourself the following:

What do I need to do to carry out this choice?
What resources do I need to carry out this choice?
How can I organize these various tasks to achieve this solution?

N Note the Outcomes of the Solution

Evaluating the outcome of your choice will help you determine if it was the best solution and will help you continue to develop your practical problem solving skills. Ask yourself the following:

Would I make the same choice again? Why or why not?
What have I learned?
How will this problem solving experience affect my problem solving in the future?

My Problem-Solving Profile

What do you do when faced with practical problems? Place a checkmark in front of those items that describe you as a problem solver.

___ 1. I take time to think through problems before solving them.
___ 2. I try not to think about problems, but just do the first thing that comes to mind when solving them.
___ 3. I consider the context of the problem, serveral choices, and the consequences of those choices before solving the problem.
___ 4. I usually ignore problems and hope they go away.
___ 5. I try to get accurate, reliable information before solving the problem.
___ 6. When solving problems, I usually just do whatever my friends do.
___ 7. I consider the values involved in the situation and the consequences of those values for myself and others.
___ 8. I consider the values, needs, and feelings of everyone involved in the problem before choosing a solution.
___ 9. I choose solutions that have the most positive consequences for myself and others.
___10. I choose solutions that promote the well-being of myself and others.
___11. I choose solutions that are workable for the short-term and long-term situations.

Based on your responses to the above items, decide which of the following problem-solving profiles best describes you:

Problem-Solving Profile A: A Nonreasoning Approach

A nonreasoning approach can take several forms. Nonreasoners might avoid or ignore problems. Other nonreasoning approaches include blindly accepting a solution, choosing a solution on impulse, choosing a solution out of habit, or solving the problem just like others have solved it. Items 2, 4, and 6 reflect a nonreasoning approach.

Problem-Solving Profile B: A Reasoning Approach

A reasoning approach means giving the problem some careful thought. Reasoners usually consider several alternatives and the consequences of those alternatives. The reasoning approach includes using factual information and value information to solve the problem. The final solution is justified with criteria, and good reasons are given for the choice. Items 1, 3, 5, 7, 8, 9, 10, and 11 reflect a reasoning approach.

What would you need to change about your problem solving behavior to make the best decisions for yourself and others? Write three goals for becoming the type of problem solver you would like to be.

1.

2.

3.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Thinking Processes Used in Work and Family Life Problems

Practical Problem Solving

(Uses practical reasoning to answer a practical or value question concerning what to believe and do; deciding what action is best to take. Considers the questions: what to do, what should be done, or what ought to be done.)

1. Analyze the situation and identify the real problem.
2. Seek and evaluate information:
   - •Contextual factors
   - •Values and goals
   - •Alternative actions
     - -Technical action
     - -Interpretive action
     - -Empowering or emancipatory action
   - •Consequences of actions

   Use criteria for judging information and data.
   - •Reasonably comprehensive
   - •Reliable
   - •Accurate
3. Evaluate actions and potential consequences using values and goals (especially ethical and moral value standards) and contextual factors as criteria.
4. Draw conclusions and select the best action(s) based on:
   - •Values and goals
     - -Moral and ethical
     - -Feasible in context
     - -Values of others involved
   - •Facts
   - •Imagined possibilities
5. Take action.
6. Reflect on decision and evaluate action.

Scientific Problem Solving

(Uses scientific reasoning to answer theoretical or technical questions: what is, what controls, what factors, why, how does...?)

1. Define the problem.
2. Collect information about the problem:
   - •Theories
   - •Previous research
3. Form a hypothesis.
4. Experiment to test the hypothesis.
5. Observe and record data from the experiment.
6. Draw conclusions based entirely on facts observed in the experiment.

Decision Making

(Uses technical steps to decide how to answer the what to do questions; reasoning is assumed and not encouraged.)

1. Identify the decision to be made. Examine the goals and constraints of the situation.
2. List the alternatives.
3. Consider the risks.
4. Weigh the alternatives, such as by
   - •Listing advantages and disadvantages
   - •Determining the consequences for self and others
5. Select an alternative.
6. Accept responsibility.

Planning Process

(Uses technical steps as a management tool to select, carry out, and manage projects.)

1. Identify concerns.
2. Set a goal.
3. Form a plan of action:
   - •Who
   - •What
   - •When
   - •How
   - •Why
   - •Where
4. Act.
5. Follow-up. Evaluate.

Practical Problem Solving Think Sheet

1. Recognize the Problem

State the problem to be solved

List factors about the context of the problem that will influence the solution

Resources available: financial, material, human resources
Situational factors: rules or laws governing behavior, time, etc.

Identify desired outcomes for this problem

2. Evaluate Information Needed to Solve the Problem

List factual information about this problem

What information do I need to solve this problem?
Where can I get this information?
How do I know when I have enough information to solve it?

List value information about this problem

Consider core values that have become norms of ethical conduct: honesty, integrity, trustworthiness, loyalty, fairness, caring, respect, responsibility, pursuit of excellence, accountability

3. Analyze Choices and Consequences

Choices:	Consequences for Self:		Consequences for Others:	
	Positive	Negative	Positive	Negative

4. Select the Best Choice

Choice:

Does it meet my criteria for best choice?
Is it best for the well-being of self and others ... long-term?
Is it workable for the situation ... for reality?
Is it based on reliable, adequate information?

5. Outline a Plan for Action

Actions:	Order in which to be done:	Completion Date:

Resources and assistance needed to complete the actions:

Determine the barriers that might hinder you from taking action:

6. Note the Results of the Solution

Identify reasons why the solution was best for self and others

Do my actions reflect the decisions made?
Are my actions solving the original problem?
Are my intended actions achievable in this situation?
Are my actions ethical?
Do my actions enhance the well-being of myself and others?
Will my actions result in positive long-term consequences?
Would I take the same action again?
Do my actions reflect the best I can do in this situation?

List what you have learned from solving this problem

What have I learned?
How will I handle similar situations in the future?

Practical Problem Solving -- Case Studies

FAMILY INFORMATION:

Nancy, mother, age 30	Both parents working
Nathan, father, age 34	High income
Natalie, daughter, age 2	Nathan "moving up" in his company
Nick, son, age 4	

Nathan and Nancy have two preschool age children: Natalie, age 2, and Nick, age 4. Nancy's job is well-paying and requires her to be at work from 8:00 to 5:00. Nathan's workload has increased dramatically since the company added a new line to its production and Nathan was placed "in charge" of this production line. Nathan used to be home from work by 5:30 or 6:00 most days. Now, he's finding it's between 6:30 and 7:00 before he gets home. With his new promotion, he has increased paperwork as well as increased preparation time to get ready for the next day.

Nathan dislikes getting home between 6:30 and 7:00. This postpones the evening meal too late for their preschool age children. The children are snacking until he gets home, and then they don't eat well during the meal. If they don't snack, then they are tired and cranky from being hungry. Then, after eating, there is hardly any family time before the children have to be in bed.

FAMILY INFORMATION:

Rex, father, age 42	Both parents working
Rhonda, mother, age 42	Middle to middle/high income
Ruth, daughter, age 16	Ruth has part-time job on weekends
Rick, son, age 14	
Ron, son, age 10	

Rhonda and Rex have three children: Ruth, age 16; Rick, age 14; and Ron, age 10. Both parents work full-time jobs with regular hours, and Ruth has a part-time job on weekends. She usually works Saturday and Sunday afternoons at an ice cream shop.

The family is involved in many community activities. Ruth, Rick, and Ron are all highly involved in school activities. They find themselves home only a few minutes before they are out the door again. Eating often consists of microwave foods and eating on the run -- dishes left behind, of course! Clothes are changed, but there's rarely time to hang up and put away. The house seems to be a "disaster zone" most of the time. Dishes and laundry remain undone until they absolutely need to be done -- no clean dishes to eat off of and no clean clothes to wear. The house hasn't been "picked up" or cleaned in several weeks.

There is so much to be done with housework that it seems overwhelming -- they don't know where to start so they postpone it for another day.

FAMILY INFORMATION:

Dotty, mother/grandmother, age 86
David, son to Dotty, age 37
Donna, daughter-in-law to Dotty, age 35
Darin, age 12, son/grandson
Doug, age 9, son/grandson
Denise, age 15, daughter/granddaughter

Both parents working
Middle income
Dotty, low/middle income
Dotty has her own small house about a 20-minute drive from her son's house

David's 86-year-old mother, Dotty, was recently hospitalized after she fell and broke her hip. Up until the fall/broken hip, Dotty was able to take care of herself and her house with just a little help from her family.

After hip surgery and some recovery time, Dotty was released from the hospital. The doctor indicated that Dotty would need help in dressing, undressing, bathing, shopping and meal preparation, and house cleaning. She would require this help in varying amounts for up to six months to a year.

David is the only family member who lives in the same town as his mother. His other brothers and sisters live in other towns. All of them are also dual-working parents. David's dad/Dotty's husband died several years ago.

FAMILY INFORMATION:

Linda, mother, age 26
Larry, father, age 26
Luke, son, age 5
Lacey, daughter, age 2

Both parents working
Middle income
Luke in kindergarten, half days
Lacey in day care provider's home
Linda has 10 days of leave with her job
Larry has 12 days of leave with his job

Linda and Larry's son, Luke, just started kindergarten this year. In the mornings he goes to kindergarten. At noon the day care provider comes to the school to pick him up and take him to her home until the parents pick him up at 5:30. The day care provider does not care for the child/children when they are sick because she doesn't want to expose the other children in her care.

Since the beginning of the school year (it is now March), Luke has been absent from school for chicken pox (nine days), three bad colds (total of nine days), strep throat (five days), and an earache (three days). With Linda and Larry both working and the day care provider not willing to take sick children, it has been difficult to make arrangements for Luke when he is sick.

Linda and Larry's parents all live about 45 minutes away from them in another town. One set of parents both have jobs. With the other set of parents, the father works and the mother, who doesn't work, has some moderate health problems.

FAMILY INFORMATION:

Karen, mother, age 39
Kevin, father, age 39
Kendra, daughter, age 13
Krista, daughter, age 16
Kyle, son, age 10

Both parents working
High income
All 3 children highly involved in school activities
Krista, working part-time/weekends
Kendra, has established families who use her as a babysitter on regular basis

Karen has been offered a job transfer to another state. If she accepts the transfer, the company has offered her two options: 1) to live at the new location during the work week and fly home at company expense for weekends and holidays, or 2) to move the whole family to the new location.

The flying time to her new job location would take about three hours one way. Flying time would be on her own time -- not the company's time. If the family decides to move to the new state, the company said it would assist in trying to find a new job for Kevin. If Karen turns down the job offer, she realizes that she may be passed over when future promotions come up.

FAMILY INFORMATION:

Allison, mother, age 32
Anna, daughter, age 4
Adam, son, age 7

Single parent, one income
Minimum wage/low income
$200 per month in child support from Anna's father/Allison's ex-husband

Allison is a single parent with two children: Anna, age 4, and Adam, age 7. Allison married soon after high school and has received no extra job training. She has been able to find jobs that only pay minimum wage, with little indication of any type of promotion. With children at home to care for, it is difficult to work extra hours, get extra job training or schooling, or to look for a better job. The $200.00 per month in child support doesn't even cover the cost of day care for Anna and after-school care for Adam.

Allison is often up very late trying to get everything done at home after taking care of her children's needs. Her family life is so busy that she feels pressured in trying to manage. As a result, she is tired and not very alert at work.

The children's father lives in the same city as Allison. He has the children in his apartment with him every other weekend, if he decides he wants to have them that weekend. In the summer he can have them for two weeks in his care -- he rarely takes them for that length of time because it isn't convenient for him to make child care arrangements while he's at work. The relationship between Allison and him is difficult.

FAMILY INFORMATION:
Ken, father, age 35
Kathy, mother, age 35
Katie, daughter, age 10
Keith, son, age 6

Both parents working
Middle income
Health care benefits with Ken's job

Ken has a poor attitude toward his job. He doesn't get along with fellow employees and doesn't take responsibility for getting his job done. Certain qualities that Ken should have learned in his family setting were never gained. Because of this, he often argues with his supervisor and blames him for his own problems he has at work.

Almost every evening Ken comes home and complains to his wife, Kathy, about his supervisor and his lousy job. This complaining may go on for just a few minutes or up to more than an hour. Ken even goes so far as to tell his wife, "Just let my supervisor push me too far one day... I'll show him... I'll just quit. Then he'll find out just how valuable I am to him."

Kathy is tired of hearing the same complaints over and over again. Yet, she is very concerned that he may get angry enough one day and quit his job. That would force the family to try and make it on her salary alone and to be without health insurance. This places a great deal of stress on Kathy. Often, she finds herself yelling at the kids, getting angry very quickly at little things, not being able to sleep well at nights, and feeling tired at work most days.

FAMILY INFORMATION:
Michael, father, age 29
Matthew, son, age 4

Single parent, one income
Matthew's mother lives in another town

Michael is a single parent with one child, Matthew, age 4. The company where Michael works has grown so much in the last year that it is adding extra work hours at the beginning of the day. Now, instead of coming to work at 8:00, Michael must be at work at 6:00.

The day care center where Michael goes during the day while his dad is at work does not take children until 7:00 in the morning, no exceptions.

Michael has talked to his boss about this situation. Michael's boss is not willing to change the time Michael and all of the other employees have to be there. He told Michael, "If I make an exception for you, then I'll have to make the same exception for anyone else who has child care problems. I can't do that."

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓ A. Read and comprehend a variety of resources.
✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
C. Use mathematics and mathematical principles.
✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
✓ B. Write and orally communicate for:
    ✓ 1. clear articulation,
    ✓ 2. analysis,
    ✓ 3. conceptualization,
    ✓ 4. synthesis, and
    ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓ A. Apply problem-solving skills.
B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓ A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Managing and Resolving Conflict

Background Information

Conflict

Conflict refers to any situation involving competing needs, views, or actions. Conflict is a normal and inevitable aspect of life. In fact, conflict can be a positive force. In our society, we encourage independence of thought and openness of expression. It is out of the dialogue between people who hold differing views that new approaches and new solutions are born. However, in order for this process to work, people need to know how to manage conflict.

There are several different types of conflict. Intrapersonal conflicts arise within a person when opposing needs, values, or impulses press for expression. A student may be in conflict about whether to get to sleep early or stay up to watch a special television program; whether to keep a promise to a friend or let an adult know that the friend is using drugs. Resolving intrapersonal conflicts is an important step in clarifying one's priorities and feeling a greater sense of control in directing one's behavior. However, sometimes inner conflicts persist over long periods of time. They can cause anxiety, depression, and an inability to act. Many forms of psychotherapy have evolved to help individuals resolve intrapersonal conflict.

Interpersonal conflict occurs between individuals when the needs, wants, standards, or values of one person are in opposition to those of another. These conflicts are often referred to as disputes in which there is argument or debate because of the differences of opinion regarding what the outcome ought to be. An adolescent child wants to use the family car, but the parents have made plans to go out for the evening, and they also need to use the car. Interpersonal conflicts have the potential to allow individuals to learn more about one another because they reveal areas of difference. They may be difficult to resolve because they require some trust, effective interpersonal skills, motivation on the part of all parties to resolve the conflict, and creative problem solving skills to find solutions that are acceptable to the parties involved. Many aspects of our legal system have evolved as a result of the difficulties individuals have in resolving their interpersonal conflicts.

Intragroup conflicts arise within groups, and intergroup conflicts are conflicts between groups. These conflicts can be very productive in that they bring new ideas to the fore; they stimulate dialogue about different approaches; and they often lead to new strategies for cooperation. The two-party political system in the U.S. is an example of intergroup conflict that has been relatively successful in promoting debate over government policies and priorities. However, some intergroup conflicts, such as international boundary disputes or racial and ethnic hatreds, can worsen over time as each group loses sight of the humanity of the other, and the list of grievances or wrongs accumulates.

Managing conflict requires the development of many skills and abilities that allow individuals and groups to recognize conflicts, prevent them when possible, resolve them when possible, and live with them when prevention and resolution are not possible. Managing conflict is a lifelong challenge since new types of conflicts always emerge as one enters new roles and expands membership into new groups. Managing conflict and resolving conflict are not the same. Some conflicts cannot be resolved. For example, in many family disputes involving adolescent children and their parents, the most common outcome is stalemate. Differences are aired, but no solutions or compromises can be found, so the conflict is "tabled," so to speak. Stalemate is a form of conflict management, but the conflict has not been resolved. In families with adolescent children, the stalemate strategy may occur in order to allow the restructuring of power within the family so that the children gain new levels of autonomy. With this solution, parents and children also come to understand more about each other's points of view.

One primary goal in developing conflict management skills is to increase the likelihood of having constructive conflicts. A constructive conflict occurs when each person involved feels that his or her thoughts and feelings have been respected. No one feels diminished or demeaned in the conflict. Rather, the people involved understand each other better as a result of the disagreement. Some of the areas of skill building that are required in order to participate in constructive conflicts are:

1. Learning to clarify and recognize one's own feelings, needs, wants, standards, and values as they relate to the conflict at hand. This requires self-reflection, openness to one's feelings, and listening to the perceptions that others have of what you are saying and doing.
2. Learning to identify the feelings, needs, wants, standards, and values being expressed by the other people involved in the conflict. This requires listening carefully to what others are saying and building empathy for others through role-playing or gathering information about their circumstances.
3. Developing communication skills for giving and receiving feedback. This requires being able to express one's own ideas effectively and being able to assert one's views, while at the same time listening to and respecting the views of others. Effective communication includes accepting rather than denying or avoiding differences, while trying to identify common ground.
4. Integrating different concerns and ideas into possible solutions through creative problem solving. This requires a flexible approach to solving problems, including the willingness to try new, and sometimes unconventional, alternatives. The goal is to identify solutions in which all parties get something they want, rather than solutions in which someone leaves as a winner and someone leaves as a loser.
5. Knowing about resources available to help mediate conflict and how to make use of those resources. In some cases, the people involved in a dispute cannot resolve the conflict without outside help. Some instances that may require a third-party intervention are when there is a power differential between the parties so that the individuals cannot negotiate to a solution without risk of coercion by the more powerful party; when repeated efforts at conflict resolution have been unsuccessful; when the conflict appears to be escalating; when the parties are extremely antagonistic to one another from the beginning or have very poor problem solving skills; and when the original conflict has resulted in a violation of the law.

Source: Resource Management Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.

Temperament Styles

Have you ever had a real personality clash with someone? Of course you have -- everyone probably has! We don't dislike people because of their faults; we dislike them because they have faults different from ours. A personality clash is basically a difference in values that exists between people.

People have one thing in common; they are all different (Robert Zend). Amazing as it may seem, people can be organized into four Basic Temperament Styles: RULER, ANALYZER, RELATOR, AND ENTERTAINER.

There exists a framework for categorizing temperament types on the basis of attitude (Passive/Aggressive/Assertiveness line) and priorities (Task-oriented/People-oriented). There is no right or wrong or better temperament style to be. You are what you are! Just be yourself! We can act like each temperament, but we prefer one. We can switch quadrants, such as when we make a radical career change.

The **Window on the World of People** framework illustrates the four quadrants of four temperament types.

The horizontal line indicates the preference for passive, aggressive, or assertive behavior.

Passive -	when you fail to stand up for your basic rights, or you stand up in such a way that your basic rights are easily violated. "You're okay, I'm not" attitude.
Aggressive -	when you do stand up for your rights but in a way that violates the rights of others around you. "I'm okay, you're not" attitude.
Assertive -	when you know you're not better than anyone else because everyone is truly unique and has some peculiarities. "You're not okay, but neither am I" attitude.

Assertiveness is a way to deal with people on equal terms; not to dominate them or be defeated by them, but to deal with them equally. To a passive person, an assertive person seems aggressive. To an aggressive person, an assertive person seems passive.

To understand the psychology of the temperaments and use it in organizing your thoughts and strategies in dealing with difficult behaviors is to balance power. This helps to further understand the basic chemistry of people that gives rise to their difficulty.

The vertical line indicates the preference for people priority or task priority.

Task oriented -	are not willing to discuss feelings; getting things done is the most important priority; relating to people is secondary; the magic words to say to these people are "You're right!"
People-oriented -	are more willing to discuss thoughts and feelings; doing the task isn't nearly as important as getting along with people; they like to learn a lot about themselves and others they work with. The magic words to say to these people are "I'm sorry" and "Thank you!"

Characteristics of Temperament Types

RULER

Strengths - They want results and to be in charge; they make quick decisions, are efficient, organized, good time managers, like challenges, like to be productive, hate to spin wheels. They drive themselves and steer others;

they are responsible and take their duties seriously and are very businesslike.

Weaknesses - They can also intimidate and alienate; they are demanding and judgmental. They can be confrontational, competitive and don't listen well. They can be insensitive and rigid and seem distant.

They tell!
Their motto: "I'm in charge here!"
Their greatest fear: losing control
Their job: principal, director, surgeon, military leader, company president
Their desk: power look, ego wall, pictures of them with VIP's, no smoking and other signs
Their home: classic, in the right neighborhood
Driven: to win!

ANALYZER

Strengths -- They are great problem-solvers, like precision and accuracy. They love detail, deal from logic, persevere well, are patient, careful and organized.

Weaknesses - They can be aloof, insensitive, passive. They suffer from paralysis of analysis! They are slow to reach decisions, are perfectionists; can be imaginative, boring and stubborn.

They consult!
Their motto: "I'll take notes!"
Their job: accountant, bookkeeper, researcher
Their desk: in neat piles, computer, library
Their home: full of gadgets and they have a place to escape (workshop)
Driven: to be correct!

RELATOR

Strengths - They are the silent majority; 55% of all Americans are in this quadrant. They are warm, compassionate, good listeners, unsung heroes, likeable, loyal, team players, sensitive to others, love to be comfortable and get along. They tend to put their self in others' experience. They send cards and thoughtful notes and tend to not push for a decision. When times are good, they make the best leaders.

Weaknesses - They can be indecisive, try to avoid risk, need support and have a hard time dealing with negatives. They waste time socializing and can be gullible.

They join!
Their motto: "I'll help you!"
Their greatest fear: prospect of confrontation
Their job: teacher, nurse, social worker
Their desk: homey, pictures of family and friends, plants, candy, pills, sewing kits
Their home: good for a family, go there when there is a tornado (they are prepared!)
Driven: to be loved!

ENTERTAINER

Strengths - They are persuasive, optimistic, have good verbal skills and like to be the center of attention. They are legends in their own mind! They are fast decision makers, want others to look and listen to them. They like to make an impression, need a lot of independence and freedom. They are idea people.

Weaknesses - They don't work well in a structured organization. They have a short attention span, lack follow through and tend to over-dramatize and exaggerate things. They are egotistical, flaky, shallow, conceited and don't mind being punished because the thrill of acclamation will be greater (class clown).

They sell!
Their motto: "Who died and made you King?"
Their greatest fear: not being recognized
Their job: musician, actor, politician, salesperson
Their desk: full of strange objects, have a radio or TV nearby, lots of unopened mail, leftover food, posters
Their home: complete with jacuzzi, wet bar, giant TV, pool table, cool music
Driven: to be applauded!

If you had a committee made of the following:
4 Rulers - lots of decisive action, could be in four different directions
4 Analytics - all options would be looked at thoroughly; no decisions would be made, too many variables to consider.
4 Relators - lots of support, teamwork, and good feelings, good food supplied, but not much work accomplished
4 Entertainers - lot of creative vision, but the project would stay at the idea level.

If the following types work together:
Ruler thinks a Relator is a frivolous time waster.
Relator thinks a Ruler is an insensitive jerk.

Analytic thinks an Entertainer lives in Never Never Land.
Entertainer thinks an Analytic is a real stick in the mud.

Analytic thinks a Ruler is an unnecessary risk taker.
Ruler thinks an Analytic is an over cautious foot dragger.

Relator thinks an Entertainer is a shallow show-off.
Entertainer thinks a Relator is a wishy-washy dependent.

We're all a little bit of each, but we tend to be more one way than another. If you have few difficult people in your life, then you are very flexible and can work with each of these temperaments. That's why it is important to meet people where they are; get inside their experience, and then you will know how to manage conflict. You can do more than just survive difficult behavior; you can change it. By being flexible we change our behavior in order to meet the other person where he or she is at.

10 Types of Difficult People Behaviors

There will be times during a conflict when a person will encounter 'difficult behavior' on the part of the other person involved. When encountering difficult behavior, there are four basic options that are available. They are:

1. You can leave. Not every situation is salvageable or solvable. You must weigh whether or not the benefits of dealing with this difficult behavior are worth the sacrifices you must make in your life.
2. You can stay in the situation and do nothing at all. Just take your lumps and keep complaining to yourself.
3. You can accept the difficult behavior as it is; in other words, keep your mouth shut and keep your job or keep "the peace" at home.
4. You can change YOUR ATTITUDE AND BEHAVIOR to change your relationship with the person.

Difficult people/behaviors can be classified into ten different types. On the **Window on the World of Difficult People** framework, those types have been categorized into the four temperament types according to their appropriate quadrant. The behavior of the ten basic types of people fall within the same characteristics of the Ruler, Analyzer, Relator, and Entertainer.

1. TANK

"I've never seen such a person before, and I hope I never do again. If I did anything at all that didn't come up to her notions of how it should be done, she would walk over to where I was working, stand over me, and say things like 'Here's the brain of all brains. How can you keep doing things wrong when even an idiot would know the right thing to do?' Once she dropped a book right in the middle of my desk, spilling my coffee, and leaving me so angry that I burst into tears. I knew that I shouldn't let her treat me that way, but while she was standing there yelling at me, I felt as if I were being run over by a Sherman Tank."

Tanks can be abusive, abrupt, intimidating, aloof, overwhelming, caustic and arrogant. When criticizing they can be unrelenting; they attack not just your behavior, but you personally. They can be extremely accusatory, and their whole demeanor seems like an attack. With their overbearing, railroading behavior (if they have been very smooth and successful with running over everyone around them), they often find themselves in positions of power and authority.

What their frequent tirades do to their victims is to rob them of the ability to deal competently with the situation. Tank behavior arouses mental confusion and a sense of helpless frustration on the part of the victim. The Tank loves this. In fact, if the Tank sees rage or weakness, this often serves to spur him/her on!

Tanks have a strong need to prove themselves and others that it's their way, or the highway! They clearly see tasks to be done (their way or no way) and get impatient with anyone that doesn't agree with them. If they run into any resistance, they quickly ascertain that whoever doesn't go along with the program isn't a team player and should be squashed. They have a strong sense of what others should do, and it never occurs to them that others may have a different point of view.

Tanks usually accomplish their short-term objectives. But, they do so at the expense of disagreement with others, lost friendships and eroding of relationships with their co-workers. They lack the capacity to receive and accept feedback about their impact on others. They usually don't differentiate when they should attack in varying intensities; their attacks are instantaneous, relentless and overwhelming. Only 10% of the U.S. population fits into the tank category.

Strategies for Dealing with Tanks

1. Let them run down, but hold your ground.
2. Wait for the attack to lose some momentum, then jump in. Don't worry about being polite. It may be necessary to cut in.
3. Get their attention carefully. Call them by their name. Or deliberately drop a book or a pencil. Stand up and push your chair back; don't look like you are getting ready for a fight, however.
4. Get them to sit down. "Look, if we're going to talk about this, we may as well be comfortable." Keep your eye on them; if they remain standing, so should you.
5. Assertively express your own point-of-view. Overcome their perception of you as being weak. Say things like, "In my opinion, it's a good idea", "I can see that you don't feel that way, but my experience has been that..." Don't try to tell a tank how to feel or think!

6. Avoid a head-on fight to win. Tanks love combat, and it will only serve to escalate the war if you seem ready for a battle. Tanks are good at fighting, because it has been so successful for them. They have a tremendously strong need to validate their version of reality. You may win a battle with a tank, but you could lose the war. Defeating a tank doesn't cure them; it sends them seething and plotting against you. Besides, if you do battle with a tank, you could receive from others some of the same feelings that a tank deserves (may look like a brawler).
7. Be ready to be friendly. This is curious of tanks; perhaps because the tank is not able to overwhelm you, he sees you to be worthy of respect. Tanks have a need to be accepted but from people who they perceive as strong. Their feelings usually are genuine. As hard as it may be to not react in anger, now is the time to form a productive relationship.

By reacting to a tank in this way, you have not cured them from being a tank. They'll still bully, intimidate and scream, BUT NOT AT YOU!

2. SNIPER

Snipers maintain a cover in which to make pot shots from. Their weapons are rocks hidden in snowballs. They try to make you look foolish in a group. They surround themselves with social conformities; their timing is impeccable, and social constraints usually work for them. If you try to get even, they get even more covert in their operations.

Their specialties are not so subtle digs; non-playful teasing, well-placed verbal missles. Snipers have unrealistic expectations but also have a strong sense of how others ought to think and act. Snipers usually are highly skilled at their art; their operations are covert in nature. If they are exposed in the open, however, they can quickly become tanks. You must be prepared to deal with the sniper.

Strategies for Dealing with a Sniper

1. Bring the grievances to the surface and expose them. Say things like "That sounded like a dig, did you mean it that way?" "Do I understand that you don't like what I'm saying?" Use behavioral props - raise an eyebrow, smile, act coy; don't let the sniper remark go by without notice.
2. Find out if the group agrees or disagrees with the criticism. Say, "Anyone else see it that way?" Broaden the issue to include the opinions of others. Follow up with, "I guess there is a difference of opinion."
3. Get specific about the problems brought to the surface. Problem-solve with the group; be sure not to throw out the problem just because the workable solution hasn't been discovered yet.

Sniper prevention tip: Hold a regular forum for airing grievances and complaints to clear the air of attitude problems.

If you are a third party to a sniper attack, stay out of the middle but do insist that it stop in front of you. The common fate of peacemakers is to be scorned by both parties. The person being sniped at is in the best position to cope because they are the object of the interaction.

3. GRENADE

The grenade exhibits uncontrollable behavior; you must be careful not to get hit with their emotional shrapnel. The grenade is placed in the entertainer category because while they are definitely aggressive, they are on the "People" end of the priority line. The grenade throws adult temper tantrums. Growing old is not optional: growing up is!

Their temper tantrums can escalate to the point where things are thrown, blows struck and unforgivable things are said. What can be amazing is that at the beginning of the conversation, things may seem warm and friendly. The object of the tantrum, perhaps unaware of what was said to spark the tantrum, is likely to feel surprised and bewildered at the abrupt and horrifying change in the situation.

The difference between a tank and a grenade is that a tank means to do the bad deed; the grenade can't help doing the bad deed because they are completely out of control. It is an early learned defense to cope with helplessness, frustration and fear. When they feel psychologically threatened by others and they are thwarted in doing something worthy of accomplishment and praise -- look out! When they feel a threat to their prestige, they throw a tantrum to be saved from humiliation.

Strategies for Dealing with a Grenade

1. Give them time to run down. Get their attention, show your concern. Repeat as many times as necessary, "Stop", "Wait", "Right". Be as dramatic as you have to. Slap the table.
2. Try to get them to regain composure. Take a ten minute break. Go to the restroom, go to your office, go to another room, etc.
3. Find out what triggered the explosion; monitor your sensory input for threats to their prestige. Look for obstacles. Show them you take them seriously. Get some privacy with them.

4. KNOW-IT-ALL

Know-it-alls are arrogant experts; when they have an opinion, yours doesn't count. When they grew up, they were around people who knew everything that was right. Success was rewarded and failure was punished; in an arena of such certaintly, they need certainty for security. They are highly productive people, and they are thorough and accurate thinkers who make competent, careful plans and then carry them through, even when the obstacles are great. They exude a feeling of power and personal authority and a self-sustaining quality that shows that they need others very little, if at all. What is maddening about these people is that they really are experts and actually do know it all!

Your goal is to get them to consider your alternatives. They have a lot of answers but may only have 90% of the Big Picture. Your 10% may be critical to the success of the project!

Know-it-alls leave little room for anyone else's judgments, creativity or resourcefulness. Once they set out a plan for action, they are very difficult to persuade otherwise even if the play is headed towards failure. If things go wrong, they blame it on the incompetents who were responsible for carrying it out.

Strategies for Dealing with a Know-It-All

1. Do your homework; don't be unprepared or inaccurate when dealing with this expert; they won't even argue with you but will dismiss you as incompetent.
2. Listen and acknowledge; show them that you appreciate their wisdom and importance; paraphrase back to them what they've said to you (otherwise they will repeat it to you ad nauseam); they think you understand them.
4. Present alternatives as detours. Say "I realize that this probably won't be what we'll end up with, but could we take a few minutes just to see if there might be anything useful in this idea?"
5. Ask extensional questions like "Where do you see this plan fitting in six months from now?" Make time for reflection; "Your way may be the way to go, but right now I still can't buy all of it. Let me think it over for awhile. Let me ask you this; take my ideas into

consideration and maybe you can work them into something."

6. As a last resort, choose to subordinate yourself to avoid problems and build a relationship of equality for the future. This could be valuable for another day.

5. THINK-THEY-KNOW-IT-ALL

They are truly different from know-it-alls in that they truly don't know it all. They have an overwhelming desire to be admired and respected by others. They are not con-artists or liars; they truly believe that they're saying true facts even though it is a distortion.

Unless these people are in positions of influence, they are only minor league difficult people behaviors. Most people only feel mild irritation when forced to deal with them. The main difficulty arises when you have to find a way to squash their ideas without making them look like a fool.

Strategies for Dealing with a Think-They-Know-It-All

1. Scrap their unworkable idea in a way without blowing their cover. Don't directly challenge them or they will resort to a stronger defense. Give them a chance to save face.
2. State facts using "I" statements.
3. Give them a chance to escape from their own misinformation. Fill the conversation gap yourself.

6. COMPLAINER

Complainers are withdrawn, resentful, unable to meet deadlines, resistant to change and they want 100% accuracy in a changing world. Under stress, they can't make desicions. Complaining keeps them appearing blameless, innocent and morally perfect, at least to themselves. Complainers gain self-validation as good people in two ways:

1.) By blaming others for the ills they observe, and
2.) By demonstrating their goodness to others' badness.

They think it is important to validate their belief that they are without responsibility.

Complainers do get attention, but seldom do they get any action accomplished. They do point out real problems, but they do it in such a way that it elicits a defensive response. They feel powerless to determine their own fate. They have a strong sense of how others should perform and get angry at those who do not conform. They can continue to feel perfect.

Strategies for Dealing with a Complainer

1. Listen attentively; this decreases their feeling of powerlessness. It lets them relieve pressure; maybe they're only looking for a sympathetic ear.
2. Acknowledge what they're saying by paraphrasing and checking out your perception of how they feel about it.
3. Don't agree with or apologize for their allegations even if you accept them as true.
4. Avoid the accusation-defense-reaccusation pattern.
5. State and acknowledge facts without comment.
6. Get them to switch to a problem-solving mode by assigning to them limited fact-finding tasks.
7. If all else fails, ask "How do you want this conversation to end?"

7. NO PERSON

Negative people are able to gain power over others because they tap into the potential for despair in all of us. We have all felt victim to forces beyond our control. What has made them what they are is they've had a serious disappointment in their life. They really do believe the situation is hopeless and the worst is to come. They are convicned they have little power over their lives and believe that others in power don't care.

They do have good intent; that is, to protect us from being disappointed by holding us back from making creative mistakes. Your goal is to not get drawn in to their emotional quagmire; catch yourself from sinking. Throw yourself a life-saver of realistic optimism and enthusiasm.

Strategies for Dealing with a No Person

1. Don't get dragged into their despair.
2. Make optimistic but realistic statements about past success.
3. Don't try to argue with them; they're too convincing.
4. Offer solutions or alternatives only after the problem has thoroughly been discussed.
5. When an alternative solution is being discussed, quickly bring up negatives yourself; beat them at their game!
6. See the doomsday sayings of the no person in perspective as potential problems to be overcome.
7. Be ready to take action on your own and announce your plans.
8. Beware of eliciting negative responses from highly analytic people by asking them to act before they feel ready.

8. NOTHING PERSON

These people, much like clams, react to a question much like a probe or a troublesome foreign body, and they close down. Nothing people are quite maddening because there are so many types of them. There is the hostile type who won't give information; there is the relator type that has a fear of losing your approval; there is the passive type that will clam up out of fear; there is the aggressive type that will clam up out of spite.

Nothing people actually have a lot of positive intent. You need to create a safe environment for them to open up. Tell them you know how they feel. Tell them you appreciate them wanting to avoid conflict. Tell them their silence is hurting progress; use humor appropriately -- freely guess, encourage, laugh.

Strategies for Dealing with a Nothing

1. Get them to open up; don't guess what they're feeling.
2. Ask open-ended questions.
3. Wait as calmly as you can for a response.
4. Do not fill in the silence with your conversation. Look expectantly.
5. Comment on what has happened so far. End your comment with an open-ended question.
6. When the nothing person opens up: be attentive and don't gush, flow with comments that may not be related to the topic, and state your need to return to the original topic.

When the nothing person stays closed: avoid a polite ending, terminate the meeting and set up another one, and at great length, inform them what you must and will do.

9. YES PERSON

Yes people can't say no to anyone; they don't want to risk confrontation. They say yes to anything and don't worry about the consequences. Their burden is that they are saddled so far to one extreme that they need to be liked or at least accepted by everyone all the time. They fear open conflict because they fear that approval may be withdrawn.

Loneliness is more tolerable than the constant threat of rejection. They become difficult people when their needs to give and receive friendship conflict with negative aspects of reality. Rather than risk others' disapproval, they will commit themselves to actions on which they can't or won't follow through.

Strategies for Dealing with a Yes Person

1. Make it safe for them to be honest by reassuring them that you value them as people; make it comfortable for them.
2. Ask them to tell you about those things that might interfere with a good relationship; surface the underlying facts that prevent them from taking action.
3. Be ready to compromise and negotiate if open conflict occurs.
4. Listen to their humor; there may be hidden messages in their remarks.

10. MAYBE PERSON

They put off making decisions because they don't want to risk hurting feelings of others. They can't stand to be uncomfortable and they will put off making decisions until it becomes impossible to do do. They have a strong desire to be helpful, and this makes a tough dilemma for them because they don't want to make the wrong decision and bring disappointment to anyone.

The maybe people knowingly apply heroic standards to themselves and their projects, and they unconsciously apply the same standards to you. This makes them disappointed and angry if you do not think or care the way they think you should. The result is that they become withdrawn toward you.

Their escape is to stall everyone long enough, and the need for any decision disappears. Life moves on and everything is once again okay. Unfortunately, those on the receiving end of their actions lose enthusiasm and commitment.

Maybe people are masters at indirect communication. They learn to converse in a way that is a tangent to the real issues. The proper thing to do seems to indicate that you do not tell distressing news. People on the receiving end feel confused and anxious because there is no substance there.

Strategies for Dealing with a Maybe Person

1. Make it easy for them to tell you about conflicts that prevent them from making decisions.
2. Listen for indirect words, hesitations, and omissions that may provide clues for problem areas.
3. When you have surfaced the issues, help them solve the problem with a decision.
4. If the maybe person's problem is with you, state relevant facts non-defensively and ask for help.
5. If you are not part of the problem, concentrate on helping them examine facts.
6. If real, emphasize the quality and service aspects of your plan.
7. Give support after the decision seems to have been made.
8. If possible, keep the action steps in your hands.
9. Watch for signs of abrupt anger or withdrawal from the conversation; if you see this, try to remove the maybe person from the decision situation

BEST COPY AVAILABLE

Minimizing the Negative Effects of Conflict

Difficult people behaviors will frequently crossover to more than one type. You need to train yourself to recognize those types and be able to switch gears and select a mode that will modify the actions of those situations. The key is your change of direction and action and reaction plus your willingness to learn.

PUTTTING IT ALL TOGETHER

1. Assess the situation.
2. Stop wishing the difficult person or behavior was different.
3. Get some distance between you and the difficult behavior.
4. Formulate a coping plan.
5. Implement your plan.
6. Monitor the effectiveness of your coping strategy, modifying it where appropriate.

Try "journaling"; this is an excellent stress-reducer. By writing down in a journal specifically what makes a person difficult in your life, how you respond to him or her now, what you want to happen differently for yourself and for the difficult person, it will help you sort it all out. In this way, you can see the patterns of behavior, study them, gain insight and get an objective view.

As you deal with difficult people behaviors, give yourself credit. You are experiencing great personal growth and character development everytime you attempt to deal with difficult situations with difficult people behaviors. It takes a lot of courage, and sometimes you'll succeed and sometimes you may not.

Teaching-Learning Interaction

Understanding conflict

LC SS
BWF E F G
WPBS 4 8 9 10
11 15

1. Write the following **statements about conflict** on a transparency or on the chalkboard. Have students write down the numbers of the statements and mark with an "A" if they agree and with a "D" if they disagree. Discuss each statement after having students raise their hands to see how many agreed or disagreed.

    1. Conflict is normal and natural.
    2. When two people are able to resolve a conflict, they have a stronger relationship than before the conflict occurred.
    3. Conflict begins from within us.
    4. If we talk more, we will come to an agreement.
    5. Conflict exists because we don't understand each other.
    6. Resolving conflict is rarely about who is right. It is about acknowledgment and appreciation of differences.
    7. HOW you say it counts more than WHAT you say.
    8. Conflict can always be resolved.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

2. On the top portion of posters/large sheets of paper, write one of the following **sources of conflict:** parent/child, teacher/student, friend/friend, sibling/sibling, employee/employer, territory/property, personal beliefs/others' beliefs, power, and authority. In cooperative learning groups, students are to select one of the posters and list **topics or examples of conflict that could occur in that relationship or related to that source.** Students are to place a checkmark in front of those topics that occur most frequently. Students will share the information on the poster with the class.

    Discussion Questions:
    * Which of these sources of conflict are you most likely to experience? Why?
    * How could each of these sources of conflict be constructive? Destructive?
    * How could knowing the sources of conflict help in managing and resolving conflict?

LC SS
BWF E F G
WPBS 4 8 9 10
11 15

3. Handout: **Conflict -- Background Information** (F 31, 32)

    Review the background information with the students.

Discussion Questions:

- What are examples of intrapersonal conflict? Interpersonal conflict? Intragroup conflict? Intergroup conflict?
- What specific benefits would you gain from sharpening your conflict resolution skills?
- How can conflict be a positive force in your life?
- Can all conflicts be resolved? Why or why not?
- Why should conflicts be resolved?
- How can you tell when a conflict has been resolved in a positive way? A negative way?
- Is it better for conflict to be resolved in positive or negative ways? Why?

Strategies for dealing with conflict

LC SS
BWF E F G
WPBS 4 8 9 10 11 15

4. Handout: **How Do You Handle Conflict?** (F 51, 52)
Handout: **Conflict Resolution Styles** (F 53)

Have students complete the assessment according to the directions given on the handout. Follow up with a discussion of the styles of conflict resolution.

Have students write out answers to the following questions and then discuss as a class:

- Are you likely to resolve conflict in a variety of ways, or do you rely on one or two methods most of the time?
- Do the methods you use result in mostly positive or negative consequences?
- How do you feel about your methods for conflict resolution?

Divide students into cooperative learning groups and give each group a copy of the case study. Assign one of the five conflict resolution styles to each group. The group is to develop and present a role play depicting the assigned conflict resolution style in answer to the problem presented in the case study. Discuss the positive and negative outcomes in the situation after each role play.

Case Study:
Janet, a meticulous, hard-working employee, had been with the Conet Company for seven years before any problem developed with her performance. Janet had started as a secretary and progressively moved up to head bookkeeper. As such, she was responsible for a large, active petty cash fund. During a spot check, her boss Lyle noticed

pencil erasures on expense reports even though employees had been directed by memo to record their expenses in ink. When Lyle confronted her, Janet confessed to temporarily "borrowing" $750 from petty cash. She explained that her mother had been in and out of hospitals for two years and had exhausted the family's resources and credit. Mary said that she used the petty cash funds to pay her mother's latest bill at the local hospital. Lyle told Mary that he would consult the company president Linda and let her know what was decided. When he consulted Linda, Lyle said he didn't want to sidestep his responsibility and, though he planned on making the final decision, Lyle wanted the benefit of the president's thinking. Speaking as Janet's supervisor, Lyle said that his course of action was clear: any employee who steals should be terminated. Linda felt uncomfortable applying Lyle's principle to Janet's case and wasn't sure what to do.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

5. Handout: **Resolving Conflict** (F 54)

Review the information on the handout. Using **the same** groups and the same case study as in the last activity, the students will develop and present a role play using the steps for resolving conflict listed on the handout. Discuss the outcomes of each role play and whether or not the steps were followed.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

6. Divide students into cooperative learning groups and assign one of the "**Techniques for Desperate Times**" to each group. Using classroom or library resources, students are to define the technique, give examples of when it might be used, determine positive and negative consequences of using that method, and role play an example. Students will present the information to the class.

Techniques for Desperate Times:

Sorting -- Choosing words or other aspects of a communication that you will not respond to
Fogging -- Answering with a vague acknowledgment
Time Out -- Stating an exact time to resume talking
Broken Record -- Repeating your point in a calm, convincing manner
Negative Assertion -- Repeating a negative label the other person has just placed on you
Telling the Truth -- Speaking spontaneously a thought you are having

Sources of help in managing conflict

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

7. Place each of the words below on an index card and have each cooperative learning group draw one card. For each card drawn, students are to describe how the subject of the card could be a **source of help in managing conflict.** Words for cards: good friend, parent, clergy, school counselor, lawyer, law enforcement officer, school peer-mediation team, teacher, hotline

Discussion Questions:

* Which of these sources of help would you be most likely to use? Why?
* Why is it difficult for some people to seek help in managing conflict?
* Why might a person not seek help even though they feel they need assistance in managing conflict?
* When should a third party be involved in a conflict?

(A third party is needed when:
the issues are complex or involve matters of principle.
the parties have a poor history of resolving issues and power is imbalanced.
the conflict resolution process is characterized by poor communication and is emotionally charged.

A third party can help:
clarify issues and interests.
help find relevant facts and information.
help structure the procedures, such as arranging meetings and setting agendas.
help the parties track their progress toward resolution.
maintain channels of communication.
help parties vent and deal with emotions.)

Conflict escalation

LC SS
BWF E F G
WPBS 4 8 9 10
11 15

8. Have students picture an escalator in their minds. Discuss how **conflict can escalate and descalate.** When a conflict gets worse, it escalates.

Read the situation below and have students identify each time the conflict goes up or escalates in intensity.

Jeri was looking forward to meeting her friend Craig at the basketball game Friday night. When she got there, Craig did not show up at the front gate where they had planned to meet right before the game. Since Craig was obviously not coming, Jeri saw another group of her friends and went on in to the game, which had already started. During the game, Jeri was shocked to see Craig sitting on the other side of the gym with a guy from algebra class. Craig appeared to be having a good time and was not looking for Jeri. At halftime, Jeri went with her friends to get something to drink and ran into Craig. Craig ignored Jeri, and Jeri pretended not to see him, either. After the game, a friend came up to Jeri and told her that Craig had seen her and said she was a snob because she had refused to speak to him. In the school parking lot, Jeri saw Craig, walked up to him, slapped him in the face and walked off. As she walked away, Craig shouted, "Just wait, I'll get you!"

Discussion Questions:

* What are the feelings at each step?
* What makes the conflict escalate?
* Could anything have been done to de-escalate this conflict?
* Why should we be aware of how conflict escalates?

LC SS
BWF E F G
WPBS 4 8 11
15

9. Assessment: In cooperative learning groups, students are to select an article from the newspaper that involves a conflict and rewrite it into a case study. Then, the group will decide which method to use to resolve the conflict, write out which steps to use, and role play the solution for the class.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15
FHA/HERO

10. **FHA/HERO Integration**

As an action project, use "A Better You," "Family Ties," or "Working on Working" unit from the Power of One program to apply the information from this section. Students may plan and implement a project they believe will help to reduce the conflict with individual(s) in a specific setting.

Temperament styles

SS
BWF E F G
WPBS 4 11 15

11. Handout: **Temperament Styles Test** (F 55)

Have the students complete the test by following the instructions on the handout.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

12. Transparency: **Window on the World of People** (F 57)
Handout: **Temperament Styles** and **Characteristics of Temperament Styles -- Background Information** (F 33-35) (F 56)

Review the information using both the transparency and handouts.

Chart the students' temperament styles on a large posterboard chart similar to the transparency.

Divide students into groups by temperament styles. As a group, have them design a poster illustrating and describing characteristics of their temperament style. Share with the class.

Discussion Questions:

* What determines your temperament or personality?
* In what ways does temperament remain the same or change throughout life?
* In what ways does temperament affect family relationships? Work relationships? Friendship relationships?
* In what ways does temperament affect the balancing of work and family?
* What would happen in a family and a work group if the family/group was made up of the following:
  - Four rulers
  - Four analyzers
  - Four relators
  - Four entertainers
  - Two relators and two rulers
  - Two analyzers and two rulers
  - Two relators and two entertainers
  - Two rulers and two entertainers
* What are the benefits of knowing your own and others' temperament styles?

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

13. Divide the class into cooperative learning groups. Half of the groups will list **jobs that would "fit" each temperament style.** The remaining half of the groups will **list ways that a parent's temperament style might affect the** family relationship. Share information with the class.

Difficult people behaviors

14. Posters: **Difficult People Behaviors/Mouse Posters** (F 58)

Enlarge the mouse posters (without the labels) to fit on an 8 by 11 inch piece of paper. Color

LC SS
BWF 4 8 9 10
11 15

the posters if you wish. Attach one 8 x 11 inch picture to large paper or poster board and put it up for display. Have the students write characteristics of that mouse character/difficult person on the poster. Once this is completed, the posters will remain displayed until the descriptions of each type of difficult behavior are discussed.

LC SS
BWF E F G
WPBS 4 8 9 10
11 15

15. Transparency: **Window on the World of Difficult People** (F 57)
Handout: **10 Types of Difficult People Behaviors -- Background Information** (F 35-41)

Using the transparency and information from the handouts, discuss the characteristics, strengths, weaknesses, and strategies to deal with that difficult behavior. Several behaviors could be discussed each day. At the conclusion of each day/discussion, have the students write an essay describing identification (personal or other persons in his/her life) of this difficult behavior. Students should include in the essay how they could approach this type of person in real life.

Divide students into cooperative learning groups and assign one of the difficult people behaviors to each group. Each group is to develop and present a role play situation showing how the difficult behavior can be handled in a positive way.

Minimizing conflict

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

16. Handout: **Minimizing Negative Effects of Difficult Behaviors -- Background Information** (F 42)
Handout: **Scenarios of Difficult Behaviors** (F 59, 60)

Review the background information.

Divide the students into cooperative learning groups and give each group a scenario. The students are to identify the temperament style and the difficult behavior. Along with this identification, each group will share how it came to this conclusion -- the facts that influenced the decision.

LC SS
BWF E F G
WPBS 4 6 8 9
10 11 15

17. **FHA/HERO Integration**

The information from this section could provide members with ideas on how to strengthen family communication through conflict resolution and the study of temperament styles. The project the students develop could then be used for competition in the "Family Communication" STAR Event program. The project could be a personal plan to implement for him/herself or a presentation to others to help strengthen communication.

Debriefing

Content: How does conflict impact the family and individual family members?

How does conflict impact individuals and groups in the workplace?

In what ways do you have control over what happens in a conflict? The outcome to the conflict?

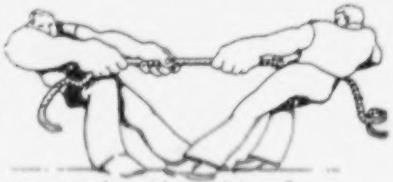
In what ways does temperament style have an impact on conflict resolution?

Process: In what ways was it beneficial to work in a group to determine the characteristics of each temperament style?

How was the "Resolving Conflict" process beneficial in solving case study conflicts?

How was the role playing beneficial in recognizing the characteristics of difficult people behaviors?

How Do You Handle Conflict?



Directions: The sayings or statements listed below can be thought of as descriptions of some of the different strategies for resolving conflicts. Read each of the statements carefully. Using the following scale, indicate how typical each statement is of your actions in a conflict.

5 = very typical of the way I act in a conflict
4 = frequently typical of the way I act in a conflict
3 = sometimes typical of the way I act in a conflict
2 = seldom typical of the way I act in a conflict
1 = never typical of the way I act in a conflict

___ 1. It is easier to refrain than to retreat from a quarrel.

___ 2. If you cannot make a person think as you do, make him or her do as you think.

___ 3. Soft words win hard hearts.

___ 4. You scratch my back; I'll scratch yours.

___ 5. Come now and let us reason together.

___ 6. When two quarrel, the person who keeps silent first is the most praiseworthy.

___ 7. Might overcomes right.

___ 8. Smooth words make smooth ways.

___ 9. Better half a loaf than no bread at all.

___ 10. Truth lies in knowledge, not in majority opinion.

___ 11. He who fights and runs away lives to fight another day.

___ 12. He hath conquered well that hath made his enemies flee.

___ 13. Kill your enemies with kindness.

___ 14. A fair exchange brings no quarrel.

___ 15. No person has the final answer, but every person has a piece to contribute.

___ 16. Stay away from people who disagree.

___ 17. Fields are won by those who believe in winning.

___ 18. Kind works are worth much and cost little.

___ 19. This for that is fair play.

___ 20. Only the person who is willing to give up his or her monopoly on truth can ever profit from the truths that others hold.

___ 21. Avoid quarrelsome people as they will only make your life miserable.

___ 22. A person who will not flee will make others flee.

___ 23. Soft words ensure harmony.

___ 24. One gift for another makes good friends.

___ 25. Bring your conflicts into the open and face them directly; only then will the solution be discovered.

___ 26. The best way of handling conflict is to avoid it.

___ 27. Put your food down where you mean to stand.

___ 28. Gentleness will triumph over anger.

___ 29. Getting part of what you want is better than not getting any at all.

___ 30. Frankness, honesty, and trust will move mountains.

___ 31. There is nothing so important you have to fight for it.

___ 32. There are two kinds of people in the world: the winners and the losers.

___ 33. When one hits you with a stone, hit him or her with a piece of cotton.

___ 34. When both give in halfway, fair settlement is achieved.

___ 35. By digging and digging, the truth is discovered.

Directions: Transfer your scores from the statements to the following chart.

Avoidance or Withdrawing	**Win/Lose or Forcing**	**Accomodating or Smoothing**	**Compromising**	**Problem-Solving or Confronting**
_____ 1.	_____ 2.	_____ 3.	_____ 4.	_____ 5.
_____ 6.	_____ 7.	_____ 8.	_____ 9.	_____ 10.
_____ 11.	_____ 12.	_____ 13.	_____ 14.	_____ 15.
_____ 16.	_____ 17.	_____ 18.	_____ 19.	_____ 20.
_____ 21.	_____ 22.	_____ 23.	_____ 24.	_____ 25.
_____ 26.	_____ 27.	_____ 28.	_____ 29.	_____ 30.
_____ 31.	_____ 32.	_____ 33.	_____ 34.	_____ 35.
_____ Total	_____ Total	_____ Total	_____ Total	_____ Total

The higher the total score for each conflict strategy, the more frequently you tend to use that strategy. The lower the total score for each conflict strategy, the less frequently you tend to use that strategy.

Different people use different strategies for managing conflict. These strategies are learned, usually in childhood, and they seem to function automatically. Usually we are not aware of how we act in conflict situations. We just do whatever seems to come naturally. We each have a personal strategy, and, because it was learned, we can always change it by learning new and more effective ways of managing conflicts.

When you become involved in a conflict, there are two major concerns you have to take into consideration:

1. Achieving your personal goals -- You are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance to you.
2. Keeping a good relationship with the other person -- You may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

Conflict Resolution Styles

There are five basic approaches to conflict resolution.

STYLE	CHARACTERISTIC BEHAVIOR	USER JUSTIFICATION
Avoidance or Withdrawing	Non-confrontational. Ignores or passes over issues. Denies issues are a problem. Believes it's hopeless to try to resolve conflicts. Stays away from the person he/she is in conflict with.	Differences too minor or too great to resolve. Attempts might damage relationships or create even greater problems.
Accomodating or Smoothing	Agreeable, non-assertive behavior. Cooperative even at the expense of personal goals. Accentuates similarities and downplays differences. Thinks conflicts should be avoided in favor of harmony and that people cannot discuss conflict without damaging relationships.	Not worth risking damage to relationships or general disharmony.
Win/Lose or Forcing	Confrontational, assertive and aggressive. Must win at any cost by inducing, persuading, or forcing compliance. Tries to overpower opponents by forcing them to accept his/her solutions. Not concerned about the needs of others.	Survival of the fittest. Must prove superiority. Winning gives him/her a sense of pride and achievement. Losing makes him/her feel weak and inadequate.
Compromising	Important all parties achieve basic goals and maintain good relationships. Aggressive and assertive, but cooperative. Give up some of his/her own goals and persuade the other person to give up part of his/her goals.	No one person or idea is perfect. There is more than one good way to do anything. You must give to get.
Problem-Solving or Confronting	Needs of both parties are legitimate and important. High respect for mutual support. Assertive and cooperative. Jointly determines how the conflict will be handled. Solves the problem jointly.	When parties will openly discuss issues, a mutually beneficial solution can be found without anyone making a major concession. Sees conflict as a means to improve relationships by reducing tension between two people.

Resolving Conflict

YOUR TURN

- Acknowledge or identify the conflict in neutral words
- Show genuine interest in solving the dispute
- Invite the other person to speak first
- Listen actively without interrupting
- Paraphrase the content and reflect the feelings ("If I heard you correctly, this happened...and you felt...")
- Ask questions to clarify the other person's perspective

MY TURN

- Ask to state your view ("May I tell you my view on this issue?")
- Accurately describe your position, interests, and feelings
- Avoid defensiveness
- Be brief
- Balance advocacy (standing up for what you believe) with inquiry ("Do you see any gaps in my thinking?")
- Include both content and feelings

MUTUAL PLANNING

- Recognize and respond to the feelings of the other person
- Clarify the interests of each partner ("Here's what I need... What do you need?")
- Start the problem solving process with a proposal
- Generate possible solutions through brainstorming
- Focus on interests, not positions
- Establish criteria for choosing a plan
- Get a commitment on who does what by when
- Be aware of your role in carrying out the solution
- Set a time and place for evaluation

FOLLOW THROUGH

- If there is a positive outcome: "I appreciate..."
- If there is a negative outcome: "What happened to our agreement...?"

Remember...

DO NOT...

- use insults
- place blame
- put others down
- be sarcastic
- refuse to listen
- make threats or excuses

DO NOT...

- change the subject
- try to be a mind reader
- misinterpret nonverbal communication
- interrupt others

When you succeed in resolving conflict constructively, everyone wins. The stage is set for needed change, clearer communication, creative ideas, and better relationships.

Temperament Style Test

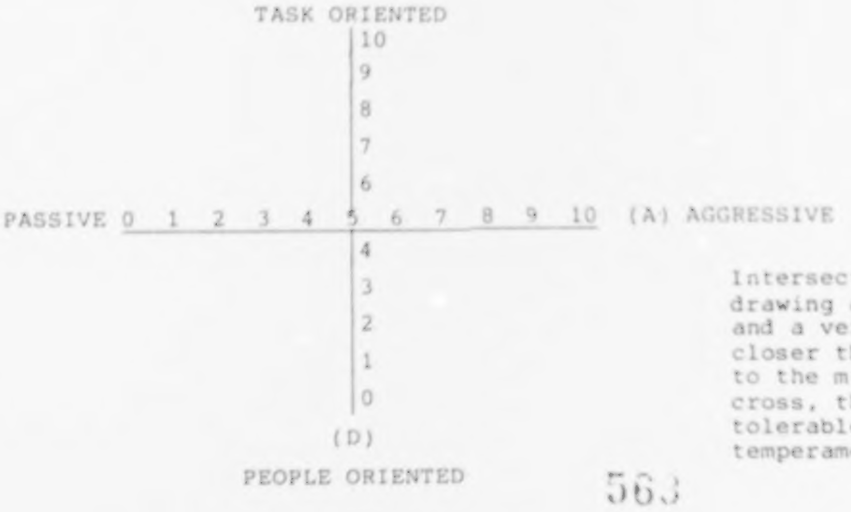
Directions: Check one word from each pair in response to this statement: "If I were forced to choose, I would say that I am ...." Select the word that applies at least 51% of the time.

A		B
___ more animated	or	___ more passive
___ more take-charge	or	___ more go-along
___ more assertive	or	___ more hesitant
___ more challenging	or	___ more accepting
___ more active	or	___ more thoughtful
___ more confronting	or	___ more supporting
___ more talkative	or	___ more quiet
___ more bold	or	___ more retiring
___ more intense	or	___ more relaxed
___ more forceful	or	___ more subtle
___ Total		

Total the check marks in column A and put that score on the total line. Then circle the total number on the horizontal line on the graph below.

C		D
___ more flamboyant	or	___ more proper
___ more spontaneous	or	___ more disciplined
___ more responsive	or	___ more self-controlled
___ more impulsive	or	___ more methodical
___ more close	or	___ more distant
___ more feeling	or	___ more thinking
___ more people-oriented	or	___ more task-oriented
___ more out-going	or	___ more reserved
___ more dramatic	or	___ more matter-of-fact
___ more warm	or	___ more cool
		___ Total

Total the check marks in column D and put that score on the total line. Then circle the total number on the vertical line on the graph below.



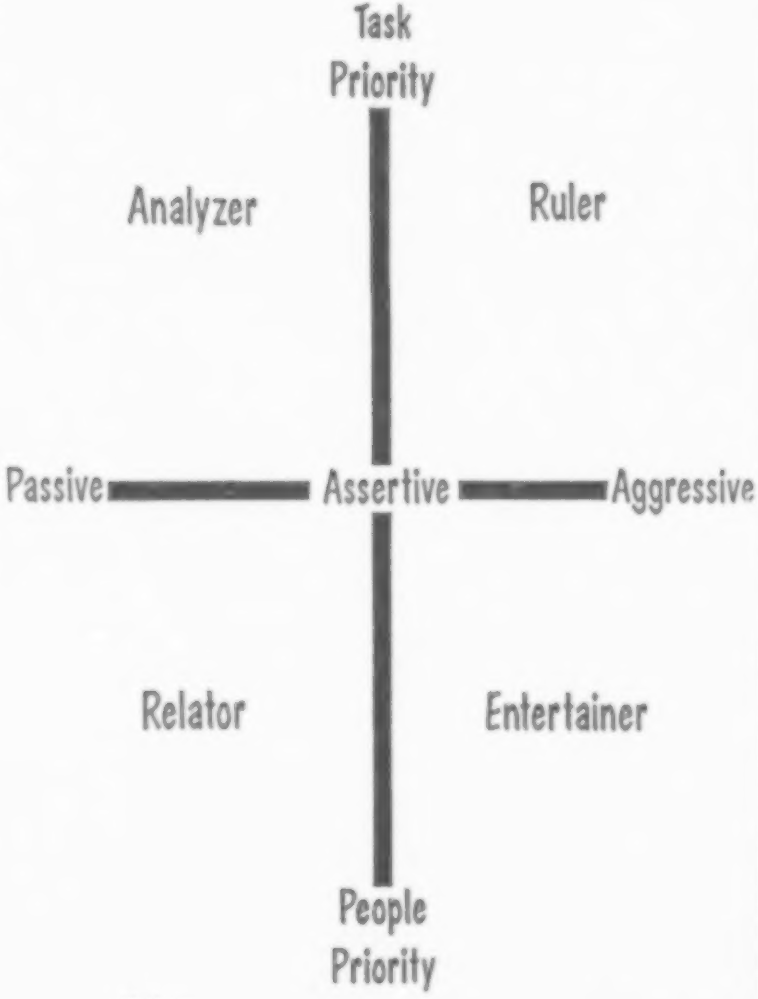
Intersect these totals by drawing a horizontal line and a vertical line. The closer the intersection is to the middle of the "A-D" cross, the more flexible or tolerable you are of other temperaments.

Characteristics of Temperament Types

	RULER	RELATOR	ANALYZER	ENTERTAINER
PRIORITY	task	people	task	people
POSITIVE INTENT	get it done	get along	get it right	get it noticed
BEHAVIOR STYLE	dictatorial	caring, friendly, helpful	attentive to details	creative, energetic, charismatic
NEEDS	to be in control	to be liked	to be correct	to be recognized and applauded
COMMUNICATION STYLES	direct & to the point	indirect & considerate	indirect & detailed	direct & elaborate
STRENGTHS	decisive, gets things done, confident	likeable, loyal team-player	accurate, organized, fact-finder	verbal skills, persuasive, optimistic
WEAKNESSES	intimidates & alienates others	indecisive, gullible	stubborn, boring	egotistical, lack follow-through
UNDER PRESSURE	yells, bullies, throws tantrums	submits, accommodates	withdraws, silent	talks louder, and faster
HOW TO DEAL WITH THEM	get to the point, be business-like	be casual, sincere, listen	use fact & logic, use structure	let them talk, demonstrate, be enthusiastic

Solving Problems F 57
TLI # 12, 13 / Transparency

Window on the World of People



Task Priority

Analyzer

Ruler

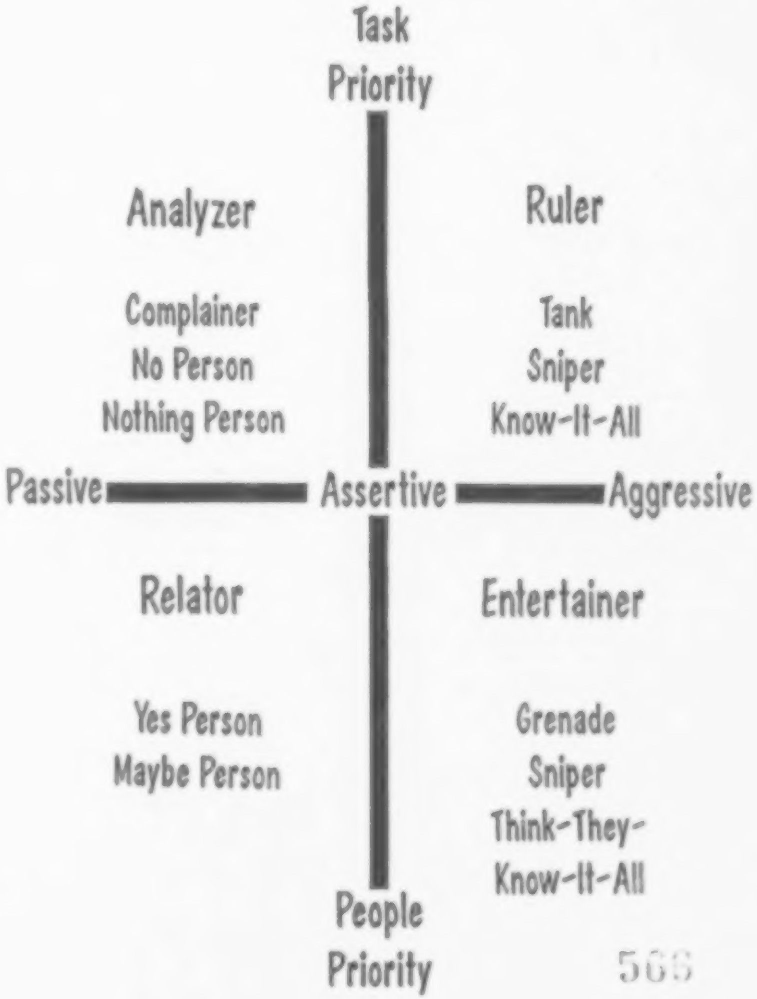
Passive — Assertive — Aggressive

Relator

Entertainer

People Priority

Window on the World of Difficult People



Task Priority

Analyzer

Complainer
No Person
Nothing Person

Ruler

Tank
Sniper
Know-It-All

Passive — Assertive — Aggressive

Relator

Yes Person
Maybe Person

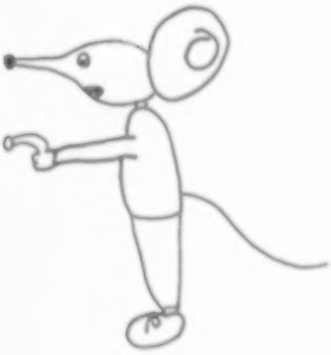
Entertainer

Grenade
Sniper
Think-They-Know-It-All

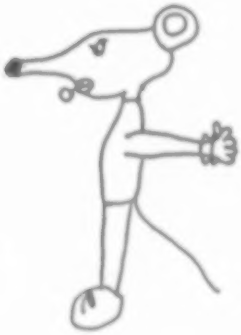
People Priority

Difficult People Behaviors / Mouse Posters

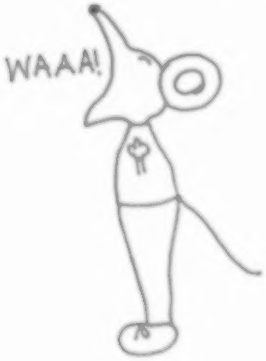
SNIPER



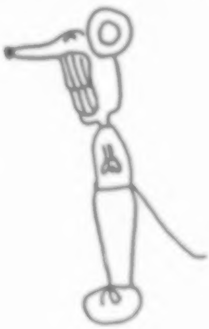
GRENADE



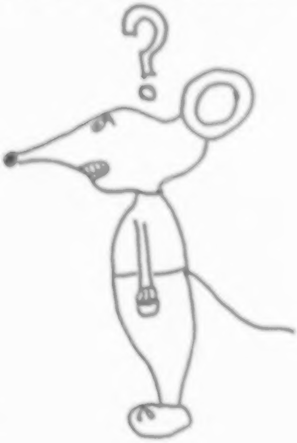
COMPLAINER



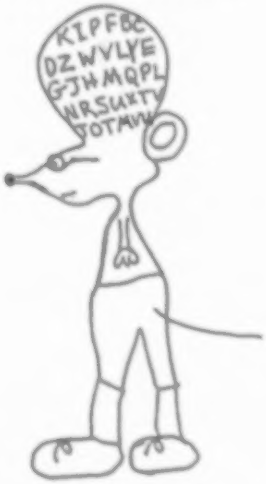
YES PERSON



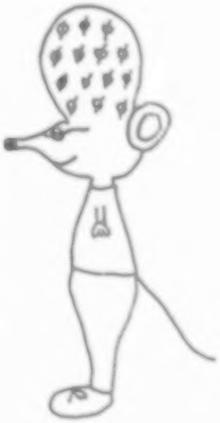
MAYBE PERSON



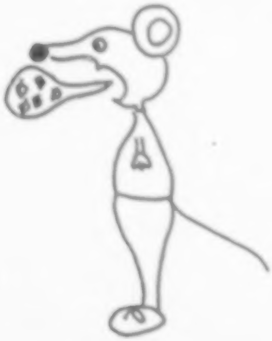
KNOW-IT-ALL


KIPFBC
DZWVLYE
GJHMQPL
NRSUXTY
OTMVW

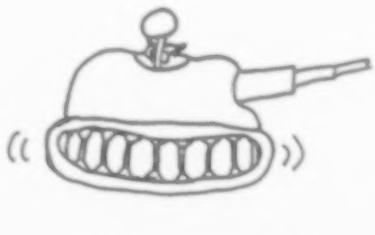
THINK-THEY-KNOW-IT-ALL



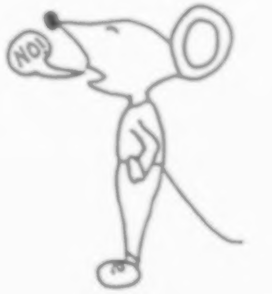
NOTHING PERSON



TANK



NO PERSON



Scenarios of Difficult Behaviors

Scenario # 1

"Just after I had started working as a secretary, my boss, in an abusive and sarcastic way, told me that she was sorry that she had hired me. She told me about three mistakes that I had made in preparing a report for her signature. She ended the conversation with, 'Do it again! Maybe this time you'll get it right!' My boss is a very important executive, and I really didn't want to lose my job. I wasn't sure what to do, so I went ahead and corrected the report and meekly gave it back to her."

Scenario # 2

"I inwardly groan when we have an analyst planning meeting. Burt, who is really a pretty good analyst, seems to enjoy undercutting Stan, our manager. No matter what Stan does, Burt can always think of something negative to say about him. For example, when Stan is putting something up on a flip chart, Burt will whisper to the rest of us, 'How can one man be so dull?' When Stan got his big promotion, we all went over to celebrate. Burt spent the entire evening saying things like, 'I wonder how soon they'll find out about him this time.' But it's not only what Burt says, it's that he always covers it with a big smile or a laugh. He'll even get smiles back from other people even though they've told me later that they feel cowardly in doing it. I think it would be better if Burt would be openly critical of Stan. It's the way he does it -- like making a thumbs down gesture when Stan has said something that the rest of us thought was pretty good -- things like that that bother me so much."

Scenario # 3

"Sheila and I have been friends since grade school. She's always been so easy to get along with, but lately she's really been getting on my nerves. Whenever I ask her if she wants to do something or if she likes something, I really don't get an answer. Yesterday, I asked her if she'd help me study for my algebra test on Thursday. She didn't say yes, but she didn't say no either. I asked her if she had other plans, but, instead of answering, she started talking about something esle."

Scenario # 4

(The difficult person is talking)
"Why is the work that is supposed to come from your section to my section always late? You know it's supposed to get to our office by 9:45 a.m., but it keeps getting there later and later. And, it really holds us up when your telephone line is always busy; and when it isn't busy, nobody ever answers it. And, I've sent you a lot of memos about this, and I never get any answer from you. I've never had this much trouble with any other supervisor, and I don't know why we're having this trouble now. (Eyes are looking around the room.) You know, I don't really like the way the rooms are painted here. Besides that, I think the rug really doesn't match anything else, and..."

Scenario # 5

(The difficult person is talking)
"What's wrong with you people? You would never do anything if I didn't push you. I suppose everyone here wants to sit back with his or her head in the sand and wait until it's too late. I'm the only one who cares about this office. All of you get out of here!" (Then, this person clears everything off his desk with one swipe of his arm and rips the phone out of the wall.)

Scenario # 6

"Last night I asked Dad to help me with a history assignment. I had a project to build -- something related to the Vietnam War. I thought Dad would be a great help since he had served in the Vietnam War, but I was really wrong on that one. No matter what my ideas were for the project, he always came up with five better ideas of his own. When I tried to explain the background for a couple of my ideas, he gave me more information than anyone would ever want to know in a lifetime! I finally went to bed with my project left undone."

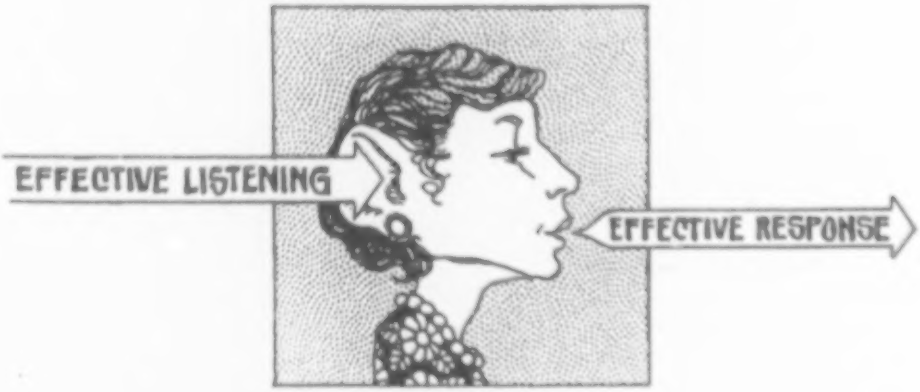
Scenario # 7

"I've learned never to ask any questions of Gordon. It actually saves me time to search through the file and the minutes of the last few staff meetings to bring myself up-to-date on his work rather than asking him. If you even make a comment to Gordon, he seems to think that you were asleep when he went through it the first time. Then, here he comes with a detailed, chronological background statement on exactly how he came to his conclusions. And, you can't stop him. He will run through everything, and even more than what really happened. We've been assigned to the same project team for next year, and how I dread it!"

Scenario # 8

"Five of us volunteered to work together on this committee to plan fund-raising projects for the ski trip our youth group wanted to take. Jared, a junior in high school, was one of the volunteers on our committee. At our first committee meeting, Jared hardly said a word. Whenever we directed a question to him, he'd hesitate so long that someone else would jump in to fill in the silence, or we'd just go on so we could use our time efficiently. During our second meeting, I decided that it was important that Jared become a 'working' part of our committee. We tried all kinds of ways to get him to share his ideas or to commit to a part of the work. The most he ever committed to was, 'Whatever you guys decide is fine with me.' With that kind of help, I'm not sure we even want him on the committee. He actually slows our progress down because we are working so hard to include him."

Communication in the Home and Workplace


EFFECTIVE LISTENING
EFFECTIVE RESPONSE

Communication in the Home and Workplace

Perennial Problem

What should be done about managing work and family life?

Practical Problem

What should be done about communicating effectively in the family and in the workplace?

Learner Outcomes

The learner will:

1. Analyze how communication skills impact work and family relationships and the interaction between them.
2. Examine the types of communication in the home and the workplace.
3. Interpret the communication cycle and how its use impacts communication.
4. Examine listening habits and active listening skills and recognize how they impact the communication process.
5. Identify the levels of communication and recognize the importance of selecting the appropriate level for various situations.
6. Analyze and practice the communication skills of nonverbal communication, questioning, "I" messages, active listening, and assertiveness.
7. Observe and evaluate communication interactions.

Supporting Concepts

Communication in the Home and the Workplace

A. Importance of effective communication
B. Types of communication
C. The communication cycle
D. Active listening
E. Effective communication skills
F. Levels of communication
G. Questioning skills
H. "I" messages
I. Assertiveness skills

Resources

Bert Decker, The Art of Communicating, Crisp Publications, Inc., Los Altos, California, 1988.

Diane Bone, The Business of Listening, Crisp Publications, Inc., Los Altos, California, 1988.

Sam R. Lloyd, Developing Positive Assertiveness, Crisp Publications, Inc., Los Altos, California, 1988.

Herbert J. Chruden and Arther W. Sherman, Managing Human Resources, 7th Edition, South Western Publishing, West Chicago, 1984.

Donald C. Mosley, Leon C. Megginson, and Paul H. Pietri, Supervisory Management: The Art of Working With and Through People. 2nd Edition, South Western Publishing Co., West Chicago, 1989.

Virginia Satir, The New Peoplemaking, Science and Behavior Books, Mountain View, California, 1988.

"Level With Me, Honest Communication" (video tape), Learning Seed, 330 Telser Road, Lake Zurich, IL.

"The Gentle Art of Saying No" (filmstrip), Sunburst Communications.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Communication in the Home and Workplace

Background Information

The Importance of Effective Communication in the Home and Workplace

The ability to effectively communicate with other people in the home and in the workplace is an important life skill. Communication skills are fundamental necessities in establishing and developing relationships, getting a job accomplished, learning, and finding enjoyment in life. Through effective communication we come to a better understanding of ourselves and others as we share ideas, opinions, facts, and feelings. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity. They are aware of how others affect them and the impact of their behavior on others.

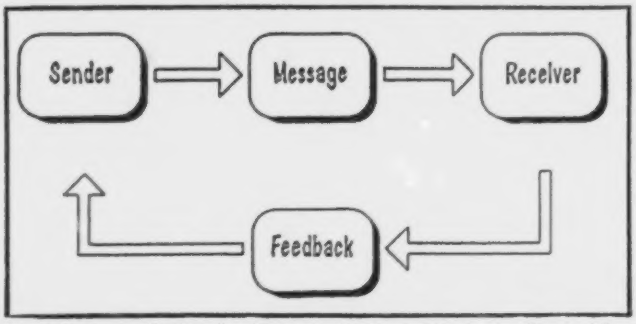
Communication is the process of conveying information in such a way that the message is received and understood. It is based on a mutual effort between people to understand one another. Speakers must try to make their messages relevant to listeners. At the same time, listeners must open their minds to the messages being sent. Good communication skills are not achieved overnight. It requires a willingness to take some risks and to endure some pain and discomfort. Good communication skills are strengthened with patience, practice, and a positive attitude.

The process of communication is crucial in managing both work and family life. By discussing feelings with others, we have the opportunity to sort out confusing situations. When we share our feelings sincerely, we come to realize that everyone has emotions, but that each family member or each co-worker may experience them in his or her own way. By sharing our thoughts and feelings, we can recognize our similarities as well as our differences. Effective communication provides the opportunity to build on our strengths.

The Communication Cycle

We might like to think that we communicate clearly. However, the reality is that even when we say something, several messages are really being sent: 1.) What we mean to say, 2.) What comes out of our mouths, 3.) What goes in the other person's ears, and 4.) What that person thinks he or she heard.

In the communication process, the sender "sends" a message that is interpreted by the receiver. The receiver "sends" a message back (feedback) to the sender based on the message he or she interpreted.



Effective communication exists between two persons when the person for whom a message is intended interprets the message in the same way that the person who sent the message intended it. Failure in communication happens when the receiver understands the message differently than it was intended.

1. The **sender** begins the cycle when he/she wants someone to react, respond, or behave in a certain manner.

   A good sender is:
   Specific -- chooses words carefully
   -- avoids vague words or comments
   Considerate -- sensitive to the receiver's.needs and problems
   -- knows audience and chooses appropriate vocabulary
   -- keeps the message simple and sincere
   Discriminating -- avoids slang terms and profanity
   -- avoids bad grammar and poor speech patterns

2. The **message** is the vehicle for the sender's thoughts. This vehicle may be the spoken or written word, body gestures, or facial expressions. The message can be in verbal or nonverbal form.

   A verbal message consists of words. Words do not always mean the same things to all people. It's too simple to assume that merely because the sender attaches a certain meaning to words, that the receiver will attach the same meaning to them.

   The 5 Cs of verbal communication:
   Concise -- Keep to the business at hand; avoid over-socializing.
   Complete -- Give all of the necessary information.
   Cohesive -- Don't jump from one subject to another. Transition and thought development are needed to keep the receiver's attention.
   Clear -- Speak clearly. A clear message is logical and understandable. Words are enunciated carefully.
   Courteous -- Be thoughtful and considerate in the way you phrase your message.

   Nonverbal communication includes a number of categories:
   Body language -- the way a person stands, sits, walks, etc. while communicating
   Facial expressions -- those "looks" or expressions on a person's face that tell the receiver what he/she is thinking or feeling
   Gesture -- the movements of a person's arms and hands to emphasize a point or to go along with what the person is talking about
   Tone of voice -- how a person says something; the expression, the loudness or the softness, and the words that are emphasized
   Personal space -- Public space begins at 3 yards (classroom/audience).
   Social space is from 3 to 9 feet (conducting business).
   Personal space is between 2 to 3 feet (friends talking).
   Intimate space is within 2 feet of the body.

3. **Receivers** are the recipients of the message and receiving is the most frequent activity of any working day.

   Active listeners develop good habits of:
   Concentration -- The average listener can comprehend at the rate of 300-400 words per minute, whereas, the sender can only speak at the rate of 125-150 words per minute. With this difference, concentrating on the message is important. Attention is required so that no part of the message is missed.
   Evaluation -- Learn to be a critical listener. Evaluate what is being said and the message behind the statement. An active listener learns not to accept every statement at face value. People do not always say what they mean.
   Mental participation -- A good listener takes notes, either mentally or physically. What is the main idea? What are the major points? Are these facts or opinions? What is the conclusion?

4. **Feedback** is the response the receiver returns to the sender. The feedback can be either verbal or nonverbal; the receiver can acknowledge the sender by words or by action.

Ways to give feedback:

Ask questions -- "What do you mean?"
"How did that happen?"
"Where did that information come from?"

Express interest -- "Tell me more about it."
"I wish I could have been there."
"Go on, I'd like to hear more."

Reveal your knowledge -- "I know what you mean. I saw one like that in town."
"I heard that they do that in ..."
"I read about that in the newspaper."

Repeat for clarification -- "So, if I heard you correctly, an observation team will be here on Friday and everyone should be prepared for them."
"I heard you saying that we ought to ..."

Active Listening

For good communication to happen, a person needs to speak well and listen well. Skill in listening is an important part of communicating effectively. A person receives messages in two parts: 1.) takes in the message, and 2.) interprets the message. If a person is a good listener, he/she does more than just hear the words. He/she also makes an effort to clearly understand the message.

Guidelines to Active Listening:

1. Remember that not all messages are verbal. Learn to listen with your eyes. Pay close attention. Show you're tuned in through eye contact, silence and an alert posture.
2. Use these indicators of active listening:
   * Face the other person
   * Sit comfortably close to the other person
   * Alert, erect body posture that says, "I'm with you; I care."
   * Lean toward the other person
   * Maintain eye contact; this includes keeping eye level even (both people standing or sitting)
   * Give the person undivided attention by stopping activities in which you are involved
   * Listen for the feelings behind the statements. When you think you've identified a feeling, state it in your own words. Say "Sounds like..." or "you mean..."
3. Select a quiet spot and unhurried time, if possible.
   For families, try to encourage communication during these times: in the car, mealtime, bedtime, and "waiting" time.
   In the workplace, try to select times when the other person is unhurried, not trying to meet a deadline, not taking phone calls, etc.
4. Encourage communication with questions and comments:
   * "How did it go?"
   * "I'd like to hear more about..."
   * "Tell me about..."
   * "What was the most challenging part of...?"
   * "How did you do on the...?"
5. Encourage a person to keep talking by saying such things as: "Hmmm," "Uh-huh," "I see," "And what happened then?", "How about that!", "No fooling!", "Interesting," and "Really?"
6. Reflecting -- you repeat in your own words what you think has been said: "What I hear you saying..."
7. Checking-out -- you use quesitons to clarify a message: "Did you say...?" or "Did I understand this correctly...you...?"
8. Avoid snap judgments; be open-minded.
9. Don't expect a person to talk reasonably in the heat of anger. Wait for him or her to cool down and say, "If you want to talk later, I'm available."

Communication G 8
TLI # 4, 8./ Handout

Effective Communication Skills

- Being **sensitive** toward others; making an effort to understand "Where they are coming from"
- Being **honest and sincere**
- Having good **eye contact**
- Using **"I"** rather than **"you"** statements
- **Taking time** to arrive at an understanding (Giving in to feelings of anger and impatience stifles communication)
- Recognizing, in others, one's own **need to feel wanted, accepted, valued, respected, listened to**
- Being willing to risk and to trust; being **vulnerable**
- Recognizing one's need to take some **ownership and responsibility** for the quality and impact of the communication
- Making oneself **available** to another; giving time and full attention; **listening carefully** with one's whole being
- Being **clear and specific**; asking for clarification when you do not understand
- Granting others the **benefit of the doubt and trusting** their capacity for good action and good will
- **Accepting** as true (at least to the person) what is said in sincerity
- Developing a **short memory for grievances and human errors**, your own and others
- Remembering that all behavior is caused and trying to **understand the causes**
- **Listening** for messages on two levels -- what is said and what is unsaid with **actions and body language**
- Expressing **love, respect, and selflessness**
- **Avoiding first impressions and snap judgments**; being open-minded; not drawing conclusions before all thoughts have been exchanged
- Selecting a **comfortable setting** for communications to take place, a neutral turf
- Defining what **is important** and stressing it; defining what is unimportant and ignoring it

Levels of Communication

There are five levels of communication. Each level represents a degree of a person's willingness to share him/herself with others. Communication and relationship building go together. As people become closer to each other, they are able to communicate with more depth and meaning. In turn, communication at higher levels helps the relationship grow further.

1. **Cliche' Conversation**
   In most cases there is no sharing of yourself. The conversation is based on cliches/small talk. It is useful in meeting new people and in casual talk with friends.
2. **Reporting the facts about others**
   This level does not involve telling much about yourself. The conversation is mainly about what so-and-so has said or done. Much of gossip falls under this level.
3. **Telling Your Ideas**
   There is some sharing of self. A person takes a small risk in telling his or her ideas, judgments, and decisions. To share these is the first step in revealing to others who you are. However, trust usually hasn't been established. You are likely to be watching for acceptance or rejection.
4. **Sharing Your Feelings**
   Sharing your feelings or emotions with another allows you to begin to know each other. It helps you reach emotional intimacy and begin to get to know each other.
5. **Understanding or Peak Communication**
   This level is based on complete openness and honesty. At these times, which are usually quite rare, the partners are in perfect accord or harmony with each other. Each other's reactions are shared by the other.

Questioning Skills

Effective communication requires the use of good questioning skills. The ability to ask the right questions can enhance your understanding in many work and/or family situations.

There are five types of questions:

1. **Open-ended questions** are to:
    - open a discussion
    - get a response of more than a few words

    Example: "How did your on-the-job training go today?"
2. **Direct questions** are to:
    - identify a limited subject
    - ask for a limited reply on a specific subject
    - to suggest an item to another person or to summarize

    Example: "What would happen if you and Jan worked out the schedule together?"
3. **Probing questions** are to:
    - gather information
    - develop new ideas
    - indicate interest and encourage information
    - ask "how" and "why" questions

    Example: "Why do you feel that way? There must be more to the situation, so, would you please fill me in?"
    "Are there other facts we need to know?"
    "How do you feel about having the boys help around the house?"
4. **Leading questions** are to:
    - encourage an answer
    - suggest the answer to a particular point
    - tell the sender you understand that there really is no choice in the answer he or she gives

    Example: "Naturally, you agree with this decision, don't you?"
    "Wouldn't you agree that this is the best solution to the problem?"
    "Why do you think this idea wouldn't work?"
5. **Closed questions** are to:
    - call for a specific response in a few words
    - call for no discussion or descriptions
    - to achieve agreement

    Example: "Have we reached agreement on how the task is to be done?"
    "What time do you need to be at the committee meeting?"

"I" Messages

Another skill in effective communication is the ability to send messages that accurately reflect what you think, believe, and feel -- a clear message that expresses to another precisely how his or her behavior made you feel. These are called **"I" messages**. Generally, "I" messages are less threatening and cause more positive responses because they let the other person know: 1.) how his/her behavior makes you feel, and 2.) that you trust him/her to respect your needs by modifying his/her behavior appropriately.

Sending "I" messages is not easy for most people. When upset or hurt, people tend to lash out. It takes self-control to say exactly how you feel rather than expressing your feelings by attacking the other person. Starting a sentence with "I see," "I think," "I feel," or "I want," lets the receiver know how you really feel.

In contrast, "you" messages blame, find fault, judge, name-call, put down, or accuse the other person. "You" messages are a direct attack on the other person and his or her actions. The person is attacked, not the problem.

"You" messages attack the receiver's self-esteem and builds resentment. As a result, the receiver responds in a defensive manner. The person may feel as if his or her thoughts were unimportant and that others are dumping solutions onto him or her without any input on his or her part.

Examples of "I" messages and "you" messages:

Child has lied to the parent	Parent: "I am concerned. I would like you to tell me the truth be-I always want to be able to trust you."	Parent: "You liar. You'd better not ever lie to me again, or else!"
Parent does not allow a teenage son or daughter to go to a party	Teenager: "I feel left out when three of my best friends are allowed to go to the party and I can't."	Teenager: "You never let me go anywhere that I want to go. All of my friends have parents that aren't as strict and mean as you are."
Co-worker has just arrived late to work for the third time this week	Employee who works with this person: "I am feeling frustrated with your late arrival at work. I am having difficulty getting my work done when I am trying to answer the phone for you until you get here."	Employee: "Why are you always so late? You never consider anyone's else's feelings."

Assertiveness Skills

The **passive communicator** sends few messages, does not take responsibility for his/her thoughts or feelings or try to express them, and wants others to guess what he/she is thinking and feeling.

The **aggressive communicator** tries to send messages, but fails because his/her listeners reject them; tries so hard to express him/herself, that he/she doesn't consider the thoughts of others; and attempts to communicate end in frustration for him/her and for the receiver.

The **assertive communicator** says what he/she thinks or feels, avoids attacking others or coming on too strong; explains his/her feelings in a calm, direct way and focuses on his/her feelings; and usually communicates well.

A big part of effective communication is the ability to express how a person feels or thinks. This involves assertiveness. To be assertive means standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways. An assertive message can be transmitted with the words: "This is what I think...; this is what I feel...; this is what I want..."

Non-assertive or passive behavior is characterized by a failure to express honest thoughts, feelings, and beliefs, and consequently permitting others to exploit or take advantage. The basic goals of non-assertive behavior are to avoid conflict at all costs and to please others.

There are three common reasons why some people are non-assertive: 1.) fear of rejection and losing the approval of others, 2.) popularity and wanting everyone to like you; always being agreeable, and 3.) dependency; wanting to be needed at all costs.

Being non-assertive often results in: 1.) a reliance on "games" to communicate feelings, 2.) an appearance of being weak or "easy," 3.) becoming introverted and/or shy, 4.) low self-esteem, 5.) anxiety and depression; a feeling of being used, and 6.) unresolved anger that can bring about physical problems, such as ulcers, fatigue, asthma, and anorexia nervosa.

Being assertive often results in: 1.) greater self-satisfaction, 2.) improved communication resulting in better relationships based on mutual respect, 3.) increased strength to refuse unreasonalbe requests or favors, and 4.) increased self-esteem.

When should assertive behavior be used? That depends upon how the following questions are answered:

* How important is the situation to me?
* How am I likely to feel afterwards if I don't assert myself in this situation?
* How much will it "cost" me to assert myself in this situation?
* How much will it "cost" me if I don't assert myself in this situation?

Teaching-Learning Interaction

NOTE: Several parts of this unit on communication fit equally well in several units in the curriculum. The other communication issues that are included elsewhere in the curriculum are referenced below:

Work and Family Issues in the Family
    "Family Strengths" and "Family Crisis" -- C 33 - C 61

Work and Family Issues in the Workplace
    "Interviewing Skills" and "Teamwork Skills" -- D 89 - D 100, D 121 - D 143
    "Levels of Dress" -- D 101, D 145 - D 149

Family and Work Conflicts
    "Communication for Change" -- D 13 - E 16,

Solving Family and Workplace Problems
    "Managing and Resolving Conflict" -- F 31 - F 60

Importance of communication

LC SS
BWF G
WPBS 9 10 12 15

1. Handout: **The Importance of Effective Communication in the Home and Workplace -- Background Information** (G 5)

"Miscommunication" -- Opening Exercise
Without giving any introduction to this unit, have students complete the following exercise:

1. Have each student take out a piece of paper
2. Have them number down the page for three responses
3. Say the following exactly as written:
   I am going to give you three phrases. I want you to write:
   1.) a piece of furniture
   2.) a color
   3.) a tool
4. After they have finished, ask these questions:
   1.) How many of you wrote down chair or desk?
   2.) How many of you wrote down red or blue?
   3.) How many of you wrote down hammer or ax?
   4.) How many of you wrote down the words, "a piece of furniture, a color, and a tool"?

There are no right or wrong answers. This exercise shows how we make assumptions every time we receive a message, either spoken or written. These assumptions can lead to big misunderstandings.

Ask students to number 1 to 7 on a piece of paper and respond to the questions with an "A" if they agree or with a "D" if they disagree. Discuss.

1. It is possible to build strong relationships without communication.
2. People do not communicate with each other when they do not speak.
3. Being able to receive a message is as important as being able to send one.
4. Most people really listen to each other.
5. It is normal for people to miss information while listening.
6. The listener has very little responsibility in communication.
7. When we listen, we always hear the words and the hidden message.

Review the background information with the students.

Types of Communication

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WPBS 6 9 10 12 15

2. Transparency/Handout: **Types of Communication in the Home and Workplace** (G 19, 20)

Briefly discuss the types of communication. Then, divide students into cooperative learning groups and have them list/fill in the types of non-verbal, written, verbal, and listening communication that takes place in the home or the workplace. Examples: In the spaces surrounding "written" communication, you might write business letters, memos, meeting notices, agendas, orders, facsimiles, summaries, news releases, reports, minutes of meetings, budgets, personal letters, notes on calendars, notes to teachers, etc.

Discuss the information given in the center circle.

Discussion Questions:

* On an average day, how would you have ranked the percentage of time you spend on listening, speaking, reading, and writing?
* Which of those four communication skills have been given the most time or training in school? What is your reaction to this?
* Which type of communication leaves the greatest impact with the listener: verbal, vocal, or visual? (Bottom of sheet) (Answers: verbal/7%, vocal/38%, visual/55%)

The Communication Process

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15

3. Handout: **The Communication Cycle -- Background Information** (G 5 - 7)
Handout: **The Communication Cycle -- Exercises** (G 21)

Review the information with the students.

Divide students into pairs. Have each pair draw a slip of paper that indicates either "effective communication process" or ineffective communication process". Each pair is to select a topic and briefly demonstrate or role play the communication process.

Select one or more exercises from the handout to complete with the students as a demonstration of effective and ineffective communication.

Discussion Questions: (to follow exercises)

* Did you experience any difficulties? If yes, what were the difficulties?
* Did the sender/speaker get his/her ideas across?
* What were some of the mistakes in the sending process?
* As he/she did the talking, did you feel confident that you understood what was being communicated?
* Did you feel unsure at any point? Frustrated? Why?
* Were there any other emotions? Anger? Humor? Boredom? Tension?
* What were some of the strengths of the sender? What made these things strengths?
* Did the receiver receive the information accurately?
* What were some of the common mistakes in receiving and interpreting the message?
* What were some of the strengths of the receiver? What made these things strengths?
* How would you improve communication in this situation?
* What questions would you have asked to be more sure of yourself as you worked?
* What parts of the communication process were missing? What impact did this have on the communication?

Effective Communication Skills

4. Handout: **Effective Communication Skills -- Background Information** (G 8)

Divide students into cooperative learning

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12 15

groups and assign one of the effective communication skills to each group. The students are to discuss and answer the following questions and share the findings with the group:

Discussion Questions for Groups:

- Describe the communication skill. What does it mean?
- How would this skill be shown or demonstrated in real life? Give examples.
- What happens to communication in the family if this skill is missing?
- What happens to communication in the workplace if this skill is missing?
- How can this skill be developed?

Listening

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11 12 15

5. Handout: **Listening Habits** (G 22)

Have students complete the handout individually. Then, have the students form cooperative learning groups to compare and and contrast listening behaviors that are irritating or an indication of non-listening. Calculate the top five irritations within the group and share with the class. Calculate the top five within the class.

Discussion Questions:

- What makes these listening behaviors irritating? An indicator of non-listening?
- How often do students experience these behaviors?
- How would these behaviors affect the family relationship? Workplace relationships?
- What could be done to improve on these negative listening behaviors?

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6. Teacher Handout: **Listening Exercises** (G 23, 24)

Select one or more listening exercises to complete with the students. The discussion questions are listed with each exercise.

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7. Handout: **Active Listening -- Background Information** (G 7)

Cut the active listening guidelines into individual slips and put into a container. In pairs, students will draw one of the active listening guidelines, select a topic to discuss, and briefly demonstrate the listening skill.

Levels of Communication

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12 15

8. Handout: **Levels of Communication -- Background Information** (G 8)

Divide students into cooperative learning groups and assign one of the levels of communication to each group. The students are to develop and present a brief role play depicting the assigned level of communication.

Discussion Questions:
- * Give an example of someone you might communicate with at each of the levels of communication.
- * What things need to be present to reach the two highest levels of communication?
- * What might cause someone who is in the highest levels of someone's communication ladder to drop down to lower levels?

Nonverbal Communication

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WPBS 6 9 10
11 12 15

9. **Assessment**

Assessment: **Presentation/Group Work Rubric** (G 25)

Divide students into cooperative learning groups and assign one of the following nonverbal communicators to each group: facial expressions, gestures, posture, social distance, eye contact, style of dress, and tone of voice/emphasis. The students are to research the topic, develop a presentation, and share it with the class.

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10. Handout: **Nonverbal Communication Exercise** (G 26)

Complete the exercise with the students. Instructions are given on the handout.

Questioning Skills

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WPBS 9 10 11
12 15

11. Handout: **Questioning Skills -- Background Information** (G 9)

Review the background information with the students. Have the students list the five types of questions in the first column on a sheet of paper. In the second column, students are to write an example of a work-related and a family-related question. In the third column, students are to give the reason or purpose for the question.

Example:

Open-ended	"How was your day?"	To open a discussion, to gather information

"I" Messages

LC SS
BWF G
WPBS 9 10 11
12 15

12. Handout: **"I" Messages -- Background Information** (G 9, 10)

Review the background information with the students. Have students write examples of "I" messages and "you" messages in the situations given below.

* You and Jessica are co-workers in an office. She asks you to give her a ride home every evening from now on. You don't want to do it.
* You are having lunch with a friend. He/she asks to borrow $50.00 until pay day next week. You have the money but you are planning on doing some clothing shopping this weekend. Your friend pleads, "Please lend me the money. I'll pay you back in two weeks."
* Your teacher is pushing you to become involved in a school organization that you are not interested in. He/she says it will look good on your college and/or job application.
* You shared a secret with a close friend. He/she told the secret to others in a small group.
* You are a parent and your child will not help out with the household chores.
* You need time to complete a major project at work by a specific deadline. You are continually being interrupted by co-workers.
* You have cleaned the house thoroughly and return home from work to find that your family/roommate/spouse has made a huge mess.

Assertiveness Skills

LC SS
BWF G
WPBS 6 8 9 10
11 12 15

13. Handout: **Assertiveness Skills -- Background Information** (G 10)

Assessment

Assessment: **Role Playing Assessment** (G 27)
Review the background information with the students.

Using the examples of the situations in the previous activities, assign one situation to a cooperative learning group of six students. Within this group, students are to develop a role play from the given situation. One role play will portray passive/non-assertive behavior. Another role play within the group will portray aggressive communication and behavior. The third role play within the group will portray assertive behavior and communication, as well as "I" messages, questioning skills, the four parts of the communication cycle, active listening, and other effective communication skills.

The students will present the role plays to the class. Follow up each role play with class discussion.

Communication Observation

LC SS
BWF G
WPBS 12 15

14. Handout: **Communication Observation** (G 28)

Show a videotape or film to the class. Students are to complete the handout.

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WPBS 6 8 9 10 11 12 15
FHA/HERO

15. **FHA/HERO Integration**
The outcome of this activity is for the class to develop a game which promotes conversation and sharing of ideas with other people. To develop the game, each class member writes a question on a card. The questions must require some amount of thought to answer and should not be able to be answered with one word.
Examples: If you could spend a week with a famous person, who would it be and what would you do?
Many convenience products have entered the marketing field in the last 10 years. If you could develop and manufacture a new convenience product, what would it be and how would it benefit the average person?

After the students have written questions on cards, place them in a deck and shuffle. Each student then draws a card and answers that question. This activity could be expanded and used with the student's family.

Debriefing

Content: How does communication affect the relationships within the family? In the workplace?

How does communication affect the balance between work and family?

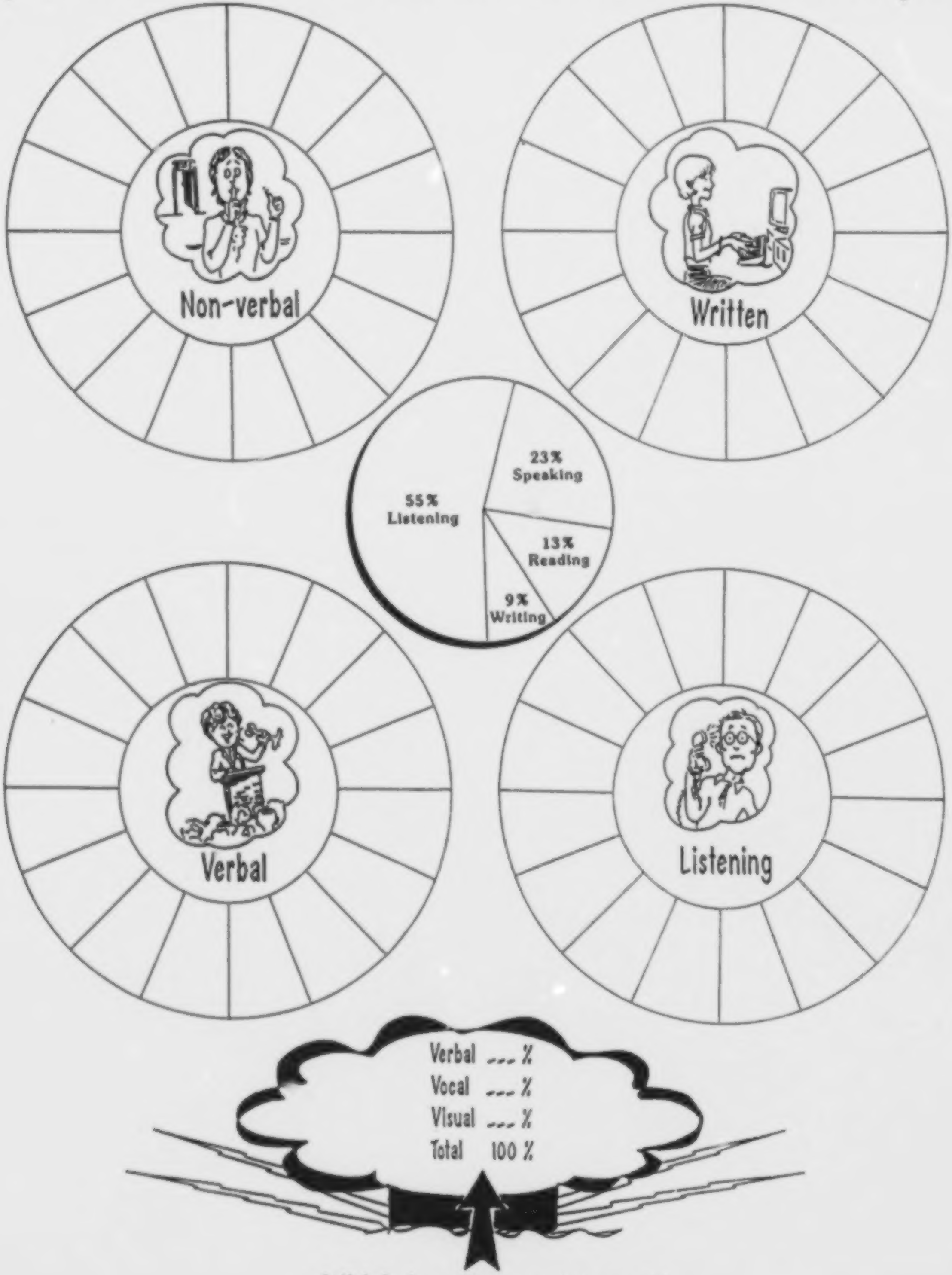
How does the use of different types of communication (verbal, nonverbal, active listening) affect the outcome of a communication?

What criteria would you develop or use to make decisions about how effective a communication was?

Process: What did you learn about your ability and willingness to communicate effectively in your group work and in class activities?

How were the communication exercises beneficial in examining the communication cycle and listening skills?

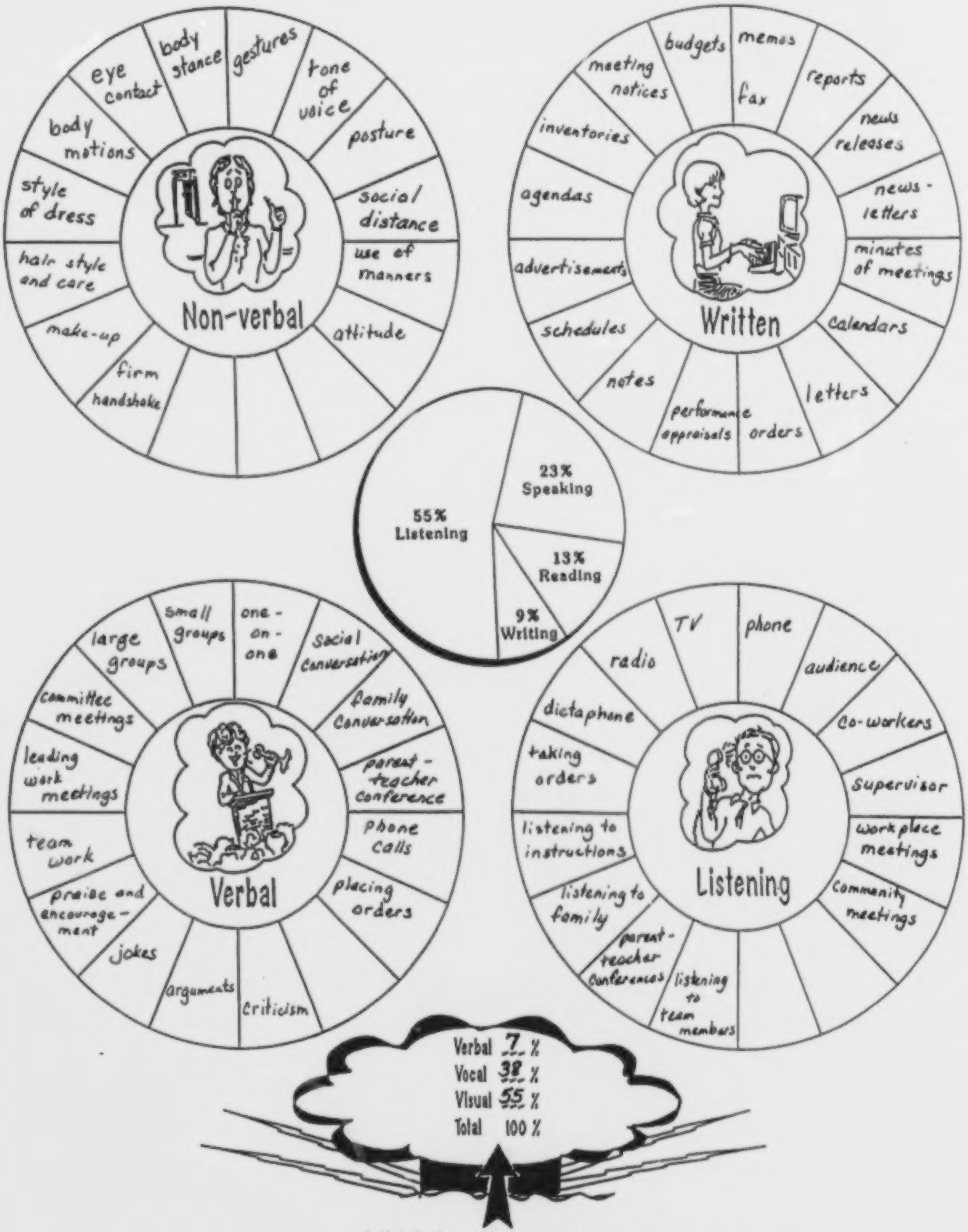
Types of Communication in the Home and Workplace


Non-verbal
Written
55% Listening
23% Speaking
13% Reading
9% Writing
Verbal
Listening
Verbal ___ %
Vocal ___ %
Visual ___ %
Total 100 %

Which has the most impact?

Communication G 20
TLI # 2 / Answer Sheet

Types of Communication in the Home and Workplace


Non-verbal
eye contact
body stance
gestures
tone of voice
posture
social distance
use of manners
attitude
body motions
style of dress
hair style and care
make-up
firm handshake
Written
budgets
memos
meeting notices
fax
reports
news releases
inventories
agendas
news-letters
minutes of meetings
advertisements
schedules
calendars
notes
performance appraisals
orders
letters
55% Listening
23% Speaking
13% Reading
9% Writing
Verbal
small groups
one-on-one
large groups
social conversation
committee meetings
family conversation
leading work meetings
parent-teacher conference
team work
phone calls
praise and encouragement
placing orders
jokes
arguments
criticism
Listening
TV
phone
radio
audience
dictaphone
co-workers
taking orders
supervisor
listening to instructions
work place meetings
listening to family
community meetings
parent-teacher conferences
listening to team members

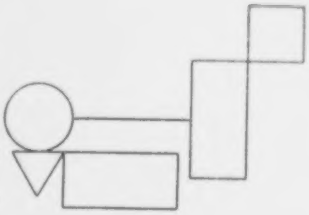
Verbal 7 %
Vocal 38 %
Visual 55 %
Total 100 %

Which has the most impact?

The Communication Cycle -- Exercises

Exercise One
(May be used before in-depth discussion of "The Communication Cycle" to demonstrate how misunderstandings can occur in one-way verbal communication.)

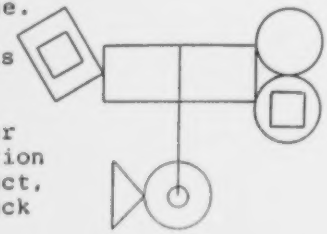
Prepare an enlarged version of the diagram shown. Divide the students into pairs and have them sit back to back in chairs. One of the students in the pair is given a copy of the diagram (the sender). The other person in the pair needs to have a blank sheet of paper and a pencil (the receiver). The sender is to describe the diagram to the receiver and the receiver is to draw the diagram by following the instructions. The sender uses no eye contact, gestures, or hand signals. Only one-way verbal communication is allowed. The receiver cannot say anything (absolutely no questions or comments).



Compare the receivers' drawings to the original drawing and to the other students' drawings. Discuss the questions listed in the teaching-learning interaction section, number 3.

Exercise Two
(May be used after discussion of "The Communication Cycle" to demonstrate how misunderstandings are decreased when two-way verbal communication occurs.)

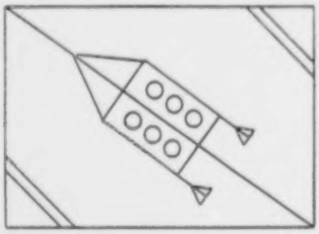
Prepare an enlarged version of the diagram shown. Divide the students into the same pairs as in the first exercise. Student pairs are to sit back to back in chairs. The roles of sender and receiver should be reversed. In this exercise the sender is to describe the diagram to the receiver and the receiver is to draw the diagram by following the instructions. Both the sender and receiver may talk with each other, ask questions, seek clarification of instructions, etc. However, there is no visual contact, gestures, showing, etc. allowed. The students remain back to back using only two-way verbal communication.



Compare the receivers' drawings to the original drawing and to the other students' drawings. There should be a definite improvement in the quality or accuracy of the drawings. Discuss the questions listed in the teaching-learning interaction section, number 3.

Exercise Three
(May be used after discussion of nonverbal communication to demonstrate the increase in understanding that occurs when gestures, facial expressions, etc. are added.)

Follow the instructions as explained in the previous two exercises. However, in this exercise, the students will face each other while the instructions are given. The sender may look at the drawing being done by the receiver, make suggestions, point out errors, etc. The receiver should not see the drawing that the sender has. The receiver will still be drawing from the sender's verbal and nonverbal instructions.



Compare the receiver's drawings to the original drawing and to the other students' drawings. The quality and accuracy should be close to that of the original drawing. Discuss the questions listed in the teaching-learning interaction section, number 3. Also, review the communication cycle now that students have practiced or used all of the parts.

Communication G 22
TLI # 5 / Handout

Listening Habits

EFFECTIVE LISTENING
EFFECTIVE RESPONSE

Directions: Written below are 20 statements that describe behaviors a person usually finds irritating when he or she feels that he or she is not being listened to. Mark with a check mark those 10 behaviors that are the most irritating to you. Mark with an "X" those behaviors that make you think the other person is really not listening. Some statements may have two marks.

___ 1. The other person doesn't give me a chance to talk. I go in with a problem and never get a chance to tell about it.

___ 2. The other person interrupts me when I talk.

___ 3. The other person never looks at me when I talk.

___ 4. The other person continually fidgets with a pencil, a paper, or something, looking at it and examining it rather than listening to me.

___ 5. The other person treats me like an inferior.

___ 6. The other person never smiles. I'm afraid to talk to him or her.

___ 7. The other person asks questions as if he or she doubts everything I say.

___ 8. Whenever I make a suggestion, the other person always "throws cold water" on the idea.

___ 9. The other person is always trying to get ahead of my story and guess what my point is, sometimes even finishing my sentence for me.

___ 10. The other person frequently answers a question with another question and I usually can't answer it. It embarrasses me.

___ 11. The other person argues with everything I say, even before I have a chance to finish stating my case.

___ 12. Everything I say reminds the other person of an experience he or she has had or a happening he or she has heard of recently. I get frustrated when he or she continually interrupts to say, "That reminds me..."

___ 13. The other person sits there picking hangnails, clipping fingernails, cleaning his or her glasses, etc. I know he or she can't do that and listen, too.

___ 14. He or she just waits for me to get through talking so he or she can interject something of his or her own.

___ 15. When I have a good idea, he or she takes credit for it by saying something like, "Oh, yes, I have been thinking about that, too."

___ 16. The other person stares at me when I'm talking and looks me in the eye so directly that I feel self-conscious.

___ 17. The other person overdoes being attentive -- too many nods of his or her head, or too many hmmmms or uh-huhs.

Listening Exercises

Transmitting Information Exercise

This exercise demonstrates that information transmitted loses much of its content when passed through "channels."

Take any recent article (2-3 paragraphs) that is not currently in the news. Divide the group into teams of 4 or 5 people each. Tell them to count off, 1, 2, 3, 4, 5 so that each person is identified in sequence. Ask those numbered as #1 to stay in the room and all others to move outside the room. Then, tell those remaining that you're going to read them a story; they should not take notes, but merely listen to it. After you've read the story (with no questions allowed), ask the #2's to return to their tables, where the #1's will repeat the story to them. Then, the #3's are brought in and hear the story from the #2's while the #1's observe. Continue the sequence until all have participated. Then, at random, have some of the #5's repeat what they heard.

Discussion Questions:

- Of the initial story, how much was lost in the respective transmittals? How much embellishment took place?
- What errors or differences were observed as the story passed among the group members?
- How could we have increased both the facts and the understanding of the story? How do we get feedback in real world incidents?

Listening Efficiency Exercise

This exercise demonstrates that most people listen at about a 25% level of efficiency.

Clip a story from a newspaper or magazine that is approximately 2 or 3 paragraphs long. With absolutely no introduction, casually mention to the group, "...some of you probably saw the item in the paper the other day," and read aloud the entire 2 to 3 paragraphs. When finished, you'll see a room of either bored or disinterested faces. Pull out a dollar bill and state, "Okay, I've got a few questions based on the story you just heard, and whoever gets them all right wins this dollar." Read 8 to 10 prepared questions (i.e., names, dates, places, etc.). In all likelihood, not one person will be able to answer all questions correctly. Check the percentage of correct answers.

Discussion Questions:

- You all heard that story, yet few could remember very much about it. Why? (Disinterest, no objective, no advance reward)
- Why didn't we listen? Is this typical? What can we do to sharpen our listening skills?
- If I had told you initially that you could win some money, would you have listened more attentively? Why? How can we ensure better listening?

Listening With a Purpose Exercise

This exercise demonstrates that listening with a purpose helps a person sort out statements to obtain the information he or she needs.

Students will need a pencil and a paper for this activity. Tell them that they can write down any notes and make whatever calculations they want as you read the following selection. Read it only once.

You're the driver of a school bus on a new route. 6 children get on at the first corner. 3 boys get on next, but 1 forgot his lunch so he gets back off. 2 girls and their older brother get on next. At the stop before the high school, 5 students get on the bus. 3 boys and 2 girls get on at the next corner. The bus arrives at school.

Questions: How many stops did the bus make? What color is the bus driver's hair?

Discussion Questions:

- Were you ready for those questions? Did you make an assumption about what would be asked?
- How did you feel while you were listening? Could you organize your ideas with confidence?
- How would it have been helpful to have a clear purpose for listening?

Listening with a purpose helps us sort out statements to obtain the information we need. A clear purpose enables us to become discriminative listeners. We think about what we're hearing. We compare new ideas with facts we already know. We classify information by noting similarities and differences. We sequence what we hear by organizing data according to time, event, or complexity. We listen to learn.

Super Scooper Exercise

This exercise demonstrates how both the speaker and listener share in the communication process.

Materials needed: blindfold, about 25 cottonballs, a kitchen pancake turner/ spatula, and an aluminum pie plate.

Have the students sit in a circle with lots of room in the middle for the activity. Demonstrate the ease and grace with which you can scoop up the cotton balls and drop them into the pie plate. That's all they will do -- except the scooper will be blindfolded and a partner will be giving directions. The scooper may use only one hand and may not ask any questions. Each pair will have one minute to see how many cotton balls they can maneuver into the pie plate.

You may want to divide the class into teams A and B for added involvement throughout the activity. No coaching from the sidelines. Choose a pair from A, then a pair from B. Have a volunteer scorekeeper total cotton balls on the chalkboard.

As the activity progresses, ask questions or invite suggestions while new pairs are getting ready. You may notice a pair planning strategies while waiting for their turn. That's great! They're testing hypotheses, drawing conclusions, and predicting outcomes.

Discussion Questions:

- How do you think speaker and listeners share in the communication process? Does each have equal responsibilities?
- Do words and expressions mean different things to different people? How important is it to be able to ask clarifying questions when you are listening to someone?
- How did the directions improve as the activities progressed?
- How did the listening improve?
- How does it help when the directing person keeps giving encouragement and feedback in response to the listener's actions?
- What did the observers learn from the experience?

Listening Without Looking Exercise

This exercise demonstrates that listening is a large part of communicating and that looking is a large part of listening.

Have the students form small groups of 3 to 4 people. Everyone in the group should be blindfolded. The group should decide on a topic to be discussed. Then, the group should discuss the topic for 15 minutes.

Discussion Questions:

- What are your reactions to this activity?
- What part does "looking" have in being able to actively listen?
- What difficulties did you experience as a result of not being able to see the other person and his or her nonverbal communications?

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: ________out of 56 possible points

Nonverbal Communication Exercise

This activity will demonstrate the effect of nonverbal messages on communication.

Select students for each of the roles listed below. Give the group doing the role playing an easy topic to discuss while each person carries out his or her role. Present the role play to the class.

Role 1: Too Close for Comfort
During the discussion with your group, slowly move closer and closer to one member of the group until you make him or her uncomfortable enough to move back away from you. Then move closer to them again. After someone moves back from you twice, change and move closer to someone else. All the while, continue to discuss the subject normally. Don't indicate what it is that you are doing (invading personal space).

Role 2: Devil's Advocate
During the discussion, disagree with the opinions of others in the group. Make your disagreement seem as sincere as possible. Watch for body language that the other person uses as he or she deals with your disagreement.

Role 3: The Evil Eye
During the discussion, stare at one of the other people in the group for several minutes. Try to make this seem as natural as possible. Watch for his or her nonverbal reactions. Then shift your gaze to someone else for several minutes.

Role 4: Reach Out and Touch Someone
During the discussion, sit or stand beside someone you don't know very well or spend much time with. As naturally as possible, reach out and touch this person several times. (Clean a piece of lint off his/her clothing, fix crumpled clothing, arrange hair, etc.) Watch for the person's reaction. Then try it on someone else in the group.

Role 5: Time Out
During the discussion, take out a book or magazine and read. Comb your hair, write a letter to a friend, mess with your fingernails, or reorganize your notebook. Pay absolutely no attention to the discussion.

Role 6: Let's Face It
During the discussion, use a lot of facial expressions. Over-emphasize the expressions and use them at inappropriate times. Smile when the discussion is serious; frown when the discussion is moving smoothly; show excitement, etc.

Role 7: The Body Talks
During the discussion, choose a variety of body postures that don't particulary go along with the topic: hands on your hips, leaning against a wall or chair, arms crossed in front of you, hands and arms behind your back, body turned away from the group, one foot propped up on a chair, sitting down with feet propped up on desk or another chair, etc.

Discussion Questions:

- Describe how group members reacted to the particular behaviors shown by the group members.
- Describe the types of nonverbal communication you observed as group members reacted. Consider the following: eye contact, facial expression, head movements, posture, hand gestures, personal space.
- Describe the verbal communication you observed as group members reacted.
- What nonverbal communication behaviors discouraged effective communication?
- What nonverbal communication behaviors enhance communication?
- Give some examples of communication you see on a day-to-day basis. Which behaviors are effective? Ineffective?

Role Playing Assessment

Criteria	**Evaluation Rating Scale**		
	Excellent		Poor
SCENARIO			
1. Was the scenario well-planned?	5	3	1
2. Was the scenario realistic?	5	3	1
3. Did the scenario reflect the assignment?	5	3	1
4. Did the scenario come to a logical and realistic conclusion?	5	3	1
ROLE PLAYING			
1. Did the role playing present realistic portrayals?	5	3	1
2. Were the roles well-planned?	5	3	1
3. Did the role playing reflect the assignment?	5	3	1
4. Were the roles consistent?	5	3	1
INTERPERSONAL SKILLS			
1. Did the roles concentrate on behavior and not on people?	5	3	1
2. Did the roles describe rather than evaluate?	5	3	1
3. Did the roles talk in terms of the present situation?	5	3	1
4. Was the feedback carefully timed?	5	3	1
5. Did the roles provide effective nonverbal feedback?	5	3	1
6. Were the messages "I" rather than "you" centered?	5	3	1

Total Points ______________

Self Reflection: (8 points -- 2 points for each question)

1. What were we expected to do and how did we do?
2. What did you learn about your ability and willingness to work with others?
3. What did you learn about your ability to present and communicate ideas to others through role playing?
4. In what area(s) can you improve? What will you do to improve?

Total Points ___________ (78 points possible)

Communication G 28
TLI # 14 / Handout

Communication Observation

Directions: View a videotape or film about the interaction between family members or friends. Complete the items below to focus on the communication between the characters in the program.

1. Describe the situation you observed.

2. List the names of the principle characters.

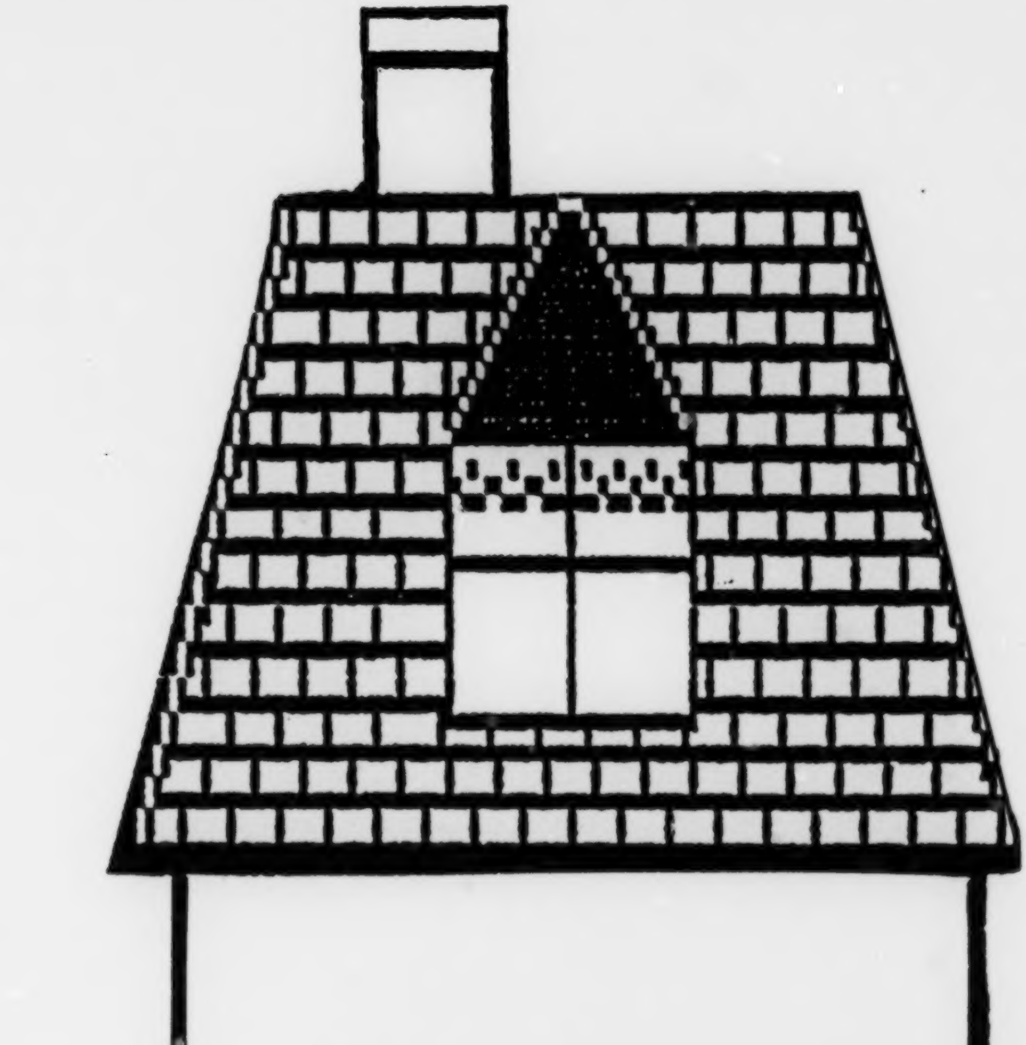
3. Complete the chart below, listing at least five specific situations in which a character was trying to communicate a message to another character.

Situation:	Message Being Communicated:	Ways Message Was Being Communicated:

4. Of the characters in the program, which ones were the most effective in communicating their message to the other characters? Why were they effective?

5. Which characters were the least effective in communicating their message to other characters? Why were they ineffective?

Source: Personal Development Resource Guide, Ohio Vocational Instructional Materials, Columbus, Ohio, 1993.



Household Management

Household Management

Perennial Problem

What should be done about managing family and work life?

Practical Problem

What should be done to enable individuals and families to manage the household efficiently and effectively?

Learner Outcomes

The learner will:

1. Recognize the importance of selecting housing that meets personal and family needs, as well as for ease of household management.
2. Examine the roles each family member performs in regards to household maintenance and the resulting impact on the family and the workplace.
3. Analyze strategies for household management and apply to personal and family life.

Supporting Concepts

Household Management

A. Selecting family housing
B. Household responsibilities
C. Strategies for household management
    1. Communicating
    2. Establishing priorities
    3. Dividing the labor
    4. Scheduling systems
    5. Establishing a support system
    6. Using efficient cleaning methods

Resources

"How to Manage Cleaning," Cheryl Mead, Forecast, March, 1994.

"Clear It Out," Carolyn Campbell, Family Circle, September 22, 1992.

"Problem Solving Process Can Assist in Getting Household Hassles Under Control," Balancing Work and Family, October, 1992.

Ellen Galinsky, James Bond, and Dana Friedman, The Changing Workforce, Families and Work Institute, 1993.

Teri Apter, Working Women Don't Have Wives, St. Martin's Press, New York, 1993.

Lucy Hedrick, 365 Ways to Save Time, Hearst Books, New York, 1992.

Lucy Hedrick, 365 Ways to Save Time With Kids, Hearst Books, New York, 1992.

Ronnie and Kelly Eisenberg, Organize Your Family, Hyperion, New York, 1993.

S.M. Lee and M.J. Zelenak, Consumer Economics, Publishing Horizons, Inc., Ohio, 1990.

Susan Stautberg and Marcia Worthing, Balancing Acts, Avon Products, 1992.

Sunny Schlenger and Robert Roesch, How to Be Organized in Spite of Yourself, New America Library, 1989.

Mary Hunt, Cheap-Skate Monthly, St. Martin's Press, New York, 1993.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓ A. Read and comprehend a variety of resources.
- ✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓ C. Use mathematics and mathematical principles.
- ✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓ B. Write and orally communicate for:
  - ✓ 1. clear articulation,
  - ✓ 2. analysis,
  - ✓ 3. conceptualization,
  - ✓ 4. synthesis, and
  - ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓ A. Apply problem-solving skills.
- ✓ B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓ C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓ A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Household Management

Background Information

Selecting Family Housing

Housing is any dwelling that provides shelter. The housing you choose reflects your lifestyle and who you are. It also helps you meet your physical, social, and psychological needs.

Housing should satisfy the physical needs of all the people who live in it. The basic physical needs include shelter, food, and rest. During the course of your life, the type of housing you need to meet your basic physical needs may change. For instance, at one point of your life, you may choose to live alone. Later, you may choose to marry and have children. When this happens, you will probably need a larger dwelling than when you lived alone.

Whenever changes occur in your lifestyle, you first need to find housing that meets your physical needs. The lifestyle of two-career families and single working parents require additional features to meet the needs of balancing both work and family.

The need to interact with other people is a social need. To meet this need, a home should have enough space to entertain family and friends. It should also meet the individual social needs of the people who live there.

Families with working parents away from home all day and children in day care or school have different social needs when it comes to housing. With busy schedules, entertaining at home has decreased. When social events are planned for the home, ease of set-up and clean-up is a priority because of time constraints.

Although psychological needs cannot be measured as accurately as physical and social needs, they have a strong influence on how you feel about your living space. The need for security, beauty, familiarity, privacy, and self-expression are all psychological needs.

With so many family members away from the home on a daily basis in two-career and single working parent families, the psychological needs will vary greatly depending on the environment (work, school, day care) one is in all day.

Household Responsibilities

The increase in the number of women and single parents in the labor force has resulted in an integration of work and family roles. This change could lead to difficulty in fulfilling role obligations, and requires a greater need for cooperation and role sharing in order to achieve family goals. One such family goal might be to maintain a clean and well-cared for living environment, which can promote the physical and emotional well-being of family members.

Even though approximately 57 percent of all married women are in the labor force, women still bear the primary responsibility of maintaining the household. A 1990 Gallup Poll surveyed a sample of American wives and husbands about the division of labor in their homes. Approximately 25 percent of husbands reported occasionally engaging in such traditionally female tasks as doing laundry, preparing meals, going grocery shopping, and cleaning house. However, the final ratio of male to female participation equaled 25 percent to 75 percent (Broderick, 1992).

Key and Sanik (1990) also found that the employed mother in a family continues to shoulder the major portion of day-to-day responsibilities. Their study indicated that the mother's employment does not affect the time that older children spend on household tasks, and does not decrease the time that those children spend on leisure activities. These findings indicate that rather than other family members sharing household maintenance responsibilities, families reduce standards, decrease the time needed for these responsibilities by working more efficiently, or make greater use of paid and/or unpaid help from outside the family.

Since some family members may find themselves overburdened when responsible for all maintenance tasks themselves, maintaining a living environment can often be a source of conflict for families. Problems such as varying standards of cleanliness and difficulty in completing assigned tasks can cause conflict between siblings, between adults, or between adults and children in a family. Skills in identifying standards for cleaning, managing resources for housing maintenance, selecting appropriate equipment and supplies, and planning for the sharing of household tasks can help families resolve practical problems regarding maintaining a living environment.

Families and family members may have different standards of cleanliness with regard to living spaces. Some families want a spotless home, with everything clean and in its place at all times. Other families can tolerate a certain amount of clutter, especially when some family activities or responsibilities have a higher priority than cleaning tasks. A basic level of cleaning is necessary for maintaining the health and safety of family members. Tasks such as removing garbage, cleaning spilled food, and rinsing or washing dirty dishes will help keep the living space free of insects and other disease-carrying pests.

People who share a living space need to agree on acceptable cleaning standards. Once standards have been identified, the specific cleaning tasks and the frequency with which each task should be performed to achieve those standards can be listed. Certain jobs may need to be done only weekly or monthly, others every day or few days. Tasks that need regular attention might include making beds, washing dishes, putting away clothing, straightening up things, and cleaning the bathroom.

The biggest challenge for families seems to be deciding how these tasks are to be shared among family members. All family members, including young children, can be tapped as human resources to achieve maintenance goals. Discuss with family members why their help is needed and let each family member choose the tasks for which he or she would like to be responsible, making available choices that are developmentally appropriate. Encourage responsibility for personal items, such as clothes, books and toys. Additional responsibilities can be added for older children. Adults in the family may need to teach younger children the cleaning tasks, and provide some supervision until skills are mastered. Perhaps some tasks could be done by two people as a team, thereby shortening the length of time required to complete the task.

By participating in family and household management, family members gain:

* Time for other activities. When family work is shared, it takes less time to do.
* Specific skills involved in the tasks performed. These skills may be useful at school, on the job, or in outside activities.
* Good work habits -- neatness, promptness, and thoroughness. These can be used effectively anywhere that work is done.
* Planning and decision-making skills. These are needed for all different kinds of activities.
* Human relationship skills. Getting along well with others is important in life.
* The good feelings that come from cooperating with others. Positive emotions increase the quality of life.

Strategies for Household Management

Families are in charge of managing their lives. To do so, they need a family management system, a method of operating that distributes the household work fairly, allowing time for leisure activities, family togetherness, community involvement, while getting the necessary work completed.

Ideally not one individual should have to carry an excessive amount of the work load when others are available to help. Sharing is supportive, and people who feel supported are happier and more willing to return the support. They feel less stress and carry fewer problems over to their jobs.

Successful family and household management depends on a systematic, organized approach. Specific techniques make up a strategy, or basic plan, for operating.

1. Communicating

Open communication is the best way of gathering input and keeping family members informed. It is important to communicate well and frequently about the following:

* What people think needs to be done in the home as opposed to what they want done.
* People's time commitments.
* People's feelings and suggestions about their part in the family management plan.
* Support needed by individual family members and the group.
* Any problems that arise.
* Possible solutions to problems.
* Suggestions for improving the coordination, timing, and efficiency of household management.
* Household tasks and other family management jobs that need to be performed.
* Supplies needed to keep the family household and the family itself running smoothly.

Communication about household and family management is most often spoken. Therefore it is useful to establish a time for talking about managing the household and family. In some households dinner time is set aside for family discussions. When this is not practical, setting a time for a weekly family meeting is a good alternative.

If there are behaviors that a family member would like another family member to change, follow these steps.

Steps in Communication for Change:

1. What behavior do I want the other person to change?
   * Focus on the behavior of another rather than vague personality traits (e.g., "inconsiderate," "stubborn," "thoughtless," -- red flag words that cause defensiveness.)
   * Pinpoint exactly what the other person is doing or not doing that bothers you and that you'd like them to change.
   * Pinpointing helps us avoid generalizations such as "you always" and "you never".
   * Pinpointing helps us avoid "dumping" a load of frustrations on someone.
2. Is change possible?
   * Useless communication for change is soon interpreted as "nagging."
   * Can the person realistically make the change and if so, how likely is he/she willing to do so? [e.g., Teenagers with lots of homework and a job can't realistically spend several hours a day on housework, but they can keep their own area picked up and help with some family tasks (e.g., dishes, meal preparation) daily and other tasks can be done on weekends. A spouse who is out of town all week on business can't supervise the children.]
   * Ask, "Am I saying what I am saying to vent my own frustrations or disappointment?" (e.g., criticizing a spouse for a poorly prepared

meal when it was the best that could be done with the time and/or skills he or she had.)

3. Will my communication for change help?
   * Ask yourself, "How can my communication for change contribute to the well-being of the other person, or to an improvement in our relationship?"
   * Am I demanding, threatening or ordering rather than offering a positive benefit or view for change?
   * When considering the benefit or incentive for change, base your plan on what the other person would see as valuable pay-off for change, not what you would like if you were that person. This requires caring enough to know the other person. Think not of why "should" the person change, but why "would" he or she want to change.

4. What new behavior do I want to motivate? Be very specific.
   * What exactly do I want the other person to actually do?
   * Clarify not so much what is being done wrong, but what he or she can do right.
   * Unclear expectations or desires lead to sloppy communication. "It would help if you'd do something around here" doesn't tell the person what you want, also he or she is doing something -- but not what you'd like.
     "Don't do that" does not help the person know what to do.
     "What do you think you're doing?" creates defensiveness, may stop a behavior but doesn't offer an alternative.

5. Build a positive statement and practice saying it. Then talk with the other person at an opportune time.

   Other factors that aid in positive communication to motivate change:
   a. Phrase the communication for change in a way that the other person will be the most receptive to it.
      * Use "I" statements rather than "you" statements.
      * Take responsibility for your opinions rather than stating them as facts.
        "You behaved very badly when Aunt Millie came over" vs. "In my opinion you behaved rudely when Aunt Millie came over."
        "Your lack of cooperation in family activities is making us all unhappy" vs. "The way I see it, we would all be happier if you would cooperate more in family activities...and go on with the specific behavior."
      * Get your key need stated early -- don't build up to it so it "gets lost" in the process.

   b. Communicate in an empathetic way.
      * Show you understand how the other person feels, not just how you feel.
      * Consider not only what you will say but how you will say it, how you think the other person will react and the timing of your statement (e.g., not in front of others, not on the way to a party when no one can follow through at the moement).
      * When you want to talk something over, ask for a few minutes or set a time when you can talk over "a concern" or "an idea." That way you'll be more sure you have the other person's attention.

   c. Is the change you desire something important and worth making the effort to bring about constructive change?
      * Is it very important to the well-being of yourself and for others involved? Consider priorities.
      * If the first effort fails to bring about change, is it worth evaluating and revising your approach?
      * How can you show the other person you care and are willing to cooperate in the change?

Commitment can be communicated by being clear, specific, by offering solutions, or by offering assistance when appropriate.

d. Be sure you are aware of your own feelings and motives in the matter.
- * Negative or punitive feelings need to be dealt with before you approach the other person.
- * One can express anger, yet incorporate other elements of successful communication for change. An angry outburst without these elements may relieve the physical discomfort of the anger but is much less likely to bring about change.

e. Even if there are numerous things you'd like to see changed, focus on one area and one specific problem at a time. Take time to reinforce and get the new behavior established before moving on to another. Although starting with the most important issue first makes sense, when we're learning a new communication technique, it sometimes is wise to start with something not too crucial or emotional until we feel confident and competent in our new style of communication.

f. Avoid actually using the word change in your communication. Most of us can make "adjustments" in our behavior but don't like the idea that someone else is trying to "change us". In reality, people do change, often without defining it that way.

6. Is my communication for change understood?
   - * Does the other person understnad what I have said? Does he or she agree or disagree?

   Ask, "Do you understand what I'm saying" or "What do you think I'm trying to tell you?"

   Clarify if there is not an accurate understanding. By asking for understanding in a pleasant way, as part of your statement, there is no time for a negative response. Generally, the other person will have to focus on responding to the question of whether they understood and not that they won't, can't, etc. They still may not change, but this technique decreases the immediate negative response many of us have to any kind of request for change.

7. Plan what you will say in response if there is not an understanding or the person indicates they are not intending to change. Your response depends on the issue and the circumstances.

   You can negotiate to try again later: "Perhaps this is not a good time to discuss this. I want to talk with you about this again -- tomorrow, after diner, etc. Is that alright with you?"

   Or, you can drop it and "agree to disagree" if the issue is not worth pursuing. "I understand that you do not agree but it is important to me that you know where I stand on this issue."

   You have the right to push the matter if it's important to you, and it probably is if you brought it up in the first place.

   Therefore, you could repeat or paraphrase your statement, perhaps responding to any legitimate excuse. You might add in one more incentive or piece of logic, but keep this limited. Long explanations put you on the defensive and if you had a legitimate request in the first place, it isn't necessary to defend it.
   "I understand your concern, but I want..."
   Or, just repeat your statement as it was...
   Or, "No, that is not what I meant. What I was saying is that..."

8. When your communication for change results in a desired behavior change, use positive reinforcement -- recognition and appreciation to encourage the other person and increase their motivation to continue with the change.

2. Establishing Priorities

Communication helps a family set priorities. They must decide what is most important to them, putting some wants and needs ahead of others. Getting together to ask the right questions can help. For example:

* Which jobs should be done first and last?
* How often should a job be performed?
* Which tasks deserve the closest attention?
* Which jobs might be acceptably done with lower quality standards?
* Which tasks can be eliminated if time and energy resources are short?
* Which activities must be done regularly and promptly, even if it means relying on outside help?

3. Dividing the Labor

Once priorities have been set, the family can decide who does what. These techniques can be used:

* Teamwork. Have all family members work together on some or all tasks.
* Separate Assignments. Have different family members perform particular jobs on an ongoing basis.
* Rotation. Have people do certain tasks for a specified period. Then change assignments.

In dividing the labor, the age, skills, and strengths of each family member have to be taken into account. The existing responsibilities that each person has and their personal preferences should also be considered. Assignments can be made after discussing these factors.

Delegating, or assigning responsibilities to others, is not always easy. Usually parents delegate to children and teens. Parents often make a list of jobs a child is to do. At times, the child will complain about doing the work and will fight the parent on it. Sometimes the parent will do the work just to prevent the arguing. The parent often becomes tired and resentful, and eventually not very cooperative when the child wants help or permission to do something or go somewhere. Eventually, the child will learn that by accepting and performing the jobs that were delegated to him or her, the parent will cooperate with him or her in return.

Questions to ask when considering the delegation of a task:

* Who usually does it? Who is capable of doing it?
* Does one person do all aspects? Have to do all aspects?
* How often is it done? How well is it done?
* Could it be done less well and/or less often and still be acceptable?
* Could anything be eliminated?
* Who else could be doing this job?

4. Scheduling Systems

Keeping track of where everyone is and what they have to do can be tricky. Families need a schedule for daily activities. They can use different techniques for making such information readily available.

One useful tool is the family calendar. An ordinary calendar can be used for this purpose, as long as it is large enough to write on. The family calendar should be posted in a prominent place, where everyone will remember to use it and check it daily.

Using a family calendar as an information source can be helpful in many ways. With it, a family can:

- Post the jobs that family members need to do.
- Arrange to get people where they need to go on time.
- Know where everyone is at all times, in case it is necessary to contact them.
- Know what times are available for family management activities such as family meetings.
- Select the best times for family fun activities, such as recreation, outings, and vacations.
- Prevent schedule conflicts and time shortages.
- Avoid wasting valuable time.

Other scheduling tools may be used, too: a chart showing everyone's work and school hours; a notebook that shows household jobs and who is responsible.

These management aids are kept where family members can easily find them. They help the family operate efficiently by getting organized and staying that way.

5. Establishing a Support System

A support system is a group of resources that provide help when a family needs it. Recognizing, developing, and using a support system can make life run more smoothly for a family. Common sources of support are family, neighbors, friends, and community services.

A typical management need for families today is child care. Young children also have needs. Supervision after school is a concern. Transportation to activities is another need. Many children are unable to participate in activities because they have no way to get there.

At one time it was common for grandmothers to care for children while parents were employed. Today grandmother may be employed, too. If family members live far apart, support may not be possible. Neighbors and friends are a good alternative resource. Many families find ways to exchange with others in order to manage.

Although not every family can afford it, some pay to get the support services they need. A family might hire someone to do house cleaning or yard work. They might also hire someone to sit with an elderly relative who needs companionship and health care.

6. Using Efficient Cleaning Methods

Most people can cut their cleaning time by 75 to 80% simply by tackling the cleaning like any other important job. In The State of the American Home survey, researchers found that female heads of household spend an average of 11.2 hours per week cleaning, while their male counterparts spend less than half that time, and the kids even less. ("How to Manage Cleaning," Forecast, March, 1994.) With that many hours invested in cleaning each week, it is extremely important that family members utilize specific cleaning skills in order to get the jobs done effectively and efficiently.

- One easy way to stay organized is to post a cleaning list on the refrigerator so that tasks can be checked off as they are done.
- Ease the task of cleaning by making prevention a priority. In other words, anything that doesn't get dirty doesn't have to be cleaned. Use doormats to prevent dirt from entering the house. This will reduce the need to wash rugs and floors by half. Treat furniture with a stain preventer, and don't allow smoking in the house.
- Think before buying any home furnishings, equipment, and accessories. Ask these questions:
    1. Will it be easy to clean?
    2. Will it show dirt?
    3. Will it be durable?
    4. How many hours of cleaning will be saved by buying this type of item?

- Clutter should be eliminated. Some say that more than a third of housework is moving around, picking up, and putting away excess toys, clothes, and decorative items. Clutter preventing questions to ask:
  1. Do you really need it?
  2. Where will you store it?
  3. Would life be easier with it, or without it?
- Cleaning in one direction (clockwise or counter-clockwise) is the most economical way of completing tasks. The process begins by choosing a target -- the bathroom can be our example. After gathering the cleaning tools needed to clean the room -- toilet brush and cleaner, scouring sponge, powder, etc. -- cleaning is done from left to right, from top to bottom. Avoid retracing steps because it wastes time. The same procedure should be followed for each room in the house.
- Avoid being side-tracked. In cleaning one room, if items are found that belong in another room, they should be set aside in a basket or a bag to be put away when it's time to clean that other room.
- Keeping tools organized is important. Safety and convenience determine where home cleaning supplies should be stored. Items that are used throughout the home belong in a central area, while special bathroom and kitchen items can be stored at their points of use. The items should be organized so that the right group of tools can be gathered quickly when cleaning each room.
- Experts recommend the following tools for home cleaning:
  - Hemmed dustcloths -- cloth is better than paper except for cleaning windows, where newspapers do a terrific lint-free job.
  - Cleaning solutions -- one all-purpose type for surfaces and one with ammonia for windows and other glass items.
  - Abrasive cleanser for inside sinks and tubs.
  - Dirt scrubbers -- scouring sponge, old toothbrush, razor blade in a safety holder.
  - Major tools -- vacuum cleaner, mop and bucket, long-handled duster.
- Keep tools in one, easy-to-reach place during cleaning. A tool belt, a bucket with a handle, or a light-weight tray can serve as a storage carry-all for tools needed to complete the task at hand.

Teaching-Learning Interaction

Selecting family housing

LC SS
BWF C H
WPBS 5 8 15

1. Handout: **A House is Not a Home** (H 19)
   Handout: **Selecting Family Housing -- Background Information** (H 5)

   Tell students: People have different housing and home management values, and different housing wants and needs. The type of housing you select will determine the amount and type of household management required.

   Have students complete the handout and review the background information.

   Discussion Questions:
   * Was it easy or difficult to determine what was important in selecting housing? Why?
   * Do you think those priorities in housing will change as you go through the life cycle?
   * If you were in a life stage where you were trying to balance both a job and family, which housing values might become more important to you?

LC SS
BWF C H
WPBS 5 8 15

2. Handout: **Family Housing Situations** (H 20)
   Handout: **Family Housing Needs and Wants** (H 21)

   Have students complete the handouts using the instructions given on the papers.

   Discussion Questions:
   * In what ways are housing needs and wants different for families in various family life cycle stages?
   * What other factors affect housing needs and wants?
   * What specific house features would you look for to cut down on the time required to maintain a home when balancing work and family?

Household responsibilities

LC SS M
BWF C H
WPBS 5 6 8 9
10 15

3. Handout: **The Tasks I Perform in the Home** (H 22)

   Give this assignment to students one week prior to needing it in class. Upon completion, have students total the hours of tasks performed for the whole class and calculate an average per person.

   Divide students into cooperative learning groups to discuss the following questions. Follow-up with class discussion.
   * How did your average hours of work performed in your home compare with others in your group? Why do you think the number of hours vary so much?

- What kinds of tasks do the majority of you perform? Household tasks you are routinely responsible for? How good are you at completing the tasks you are responsible for?
- What are your definitions of a "clean" home? Does your definition agree with the others' definitions in your group? Do your family members agree on the characteristics or definition of a clean house? Why or why not?
- How does your family handle disagreements over household tasks and responsibilities?
- If family members fail to fulfill their responsibilities with regard to household tasks, what happens?
- What factors influence the amount of responsibility you have in your home for household tasks?
- Is it important for family members to share household management? Why or why not?

LC SS M
BWF C H
WPBS 5 6 8 9
10 15

4. Divide students into cooperative learning groups and assign one of the following household/child care areas to each group: meal planning and preparation, house cleaning, clothing and laundry, outside work, pet care, child care, money management, and social obligations/leisure time. Students are to **brainstorm** (student recorder writes the ideas on a transparency) **a list of tasks** that would fit under that category. Upon completion, share the lists with the class. After the lists are shared, have students **estimate the total number of tasks required to maintain the home and care for children.** Have the groups total their lists and calculate a class total.

Discuss how often different household tasks are completed -- daily, weekly, monthly, or yearly. Have students mark their lists to indicate how often each task is completed. Discuss.

Have students turn in their lists. Compile all lists into one master list.

Household and child care tasks

LC SS M
BWF C H
WPBS 5 8 9 10
15

5. Handout: **Household and Child Care Tasks** (H 23, 24) (or the compiled list from the previous activity)

Have students complete the handout according to the instructions on the sheet.

Discussion Questions:

- In looking at the total number of tasks performed by each family member, how even or uneven were the numbers? If yes, did the unevenness surprise you? Why or why not?

- * Who is completing most of the daily tasks? The monthly tasks? The tasks that occur on an irregular basis? What conclusions do you draw from this?
- * Which of these tasks are important for the well-being of the family? Which tasks could be left undone?
- * Is there a difference between "helping" and taking responsibility for a task? Explain.

Individually, have students write a reflection using these questions as a guideline:

1. Who is doing most of the tasks in your family? How does this affect the person who is doing most of the tasks?
2. How does this affect others in the household?
3. Are there specific reasons why the tasks are divided the way they are in your family?
4. What is your general reaction to the check sheet you just completed on household tasks?

LC SS
BWF C H
WPBS 5 9 10 15

6. Handout: **Household Responsibilities -- Background Information** (H 5, 6)

Review the information with the students. Then, have each student write down the most significant piece of information from the handout -- the thing he/she most wants to remember -- and share with the class.

LC SS
BWF C H
WPBS 5 6 8 9
10 15

7. Handout: **Household Tasks -- Cards** (H 25 - 27)

Divide students into pairs and assign one of the family groupings to each pair.

Single parent with children under age 8, employed
Single parent with children over age 8, employed
Two parent family with children under age 8, both parents employed
Two parent family with children over age 8, both parents employed
Single person living alone, employed
Two parent family with children under 8, mother employed, dad unemployed
Two parent family with children under 8, dad employed, mother unemployed

Give each student pair a set of cards. The student pairs are to divide the tasks among the parent(s), children, and outside help -- who should be doing each task in that family situation? Discuss findings/results when the the activity is completed.

Household maintenance standards

LC SS
BWF C H
WPBS 5 6 8 9
10 15

8. Have each student write words to **describe characteristics of the most undesirable living environment that he/she could imagine.** In small groups, share descriptions and answer the questions below:

   * How did this exercise make you feel?
   * How would you feel if you had to stay in an environment/home with those characteristics for 24 hours?
   * What would you do if your living environment/home had any of those characteristics?

   Discussion Questions:

   * What are the consequences of living in an environment that is below your personal standards?
   * What is the minimal level of cleanliness to maintain family health and safety?
   * What tasks help to achieve this minimum level for family well-being? Would you be satisfied to maintain just the minimum level? Why or why not?

   In cooperative learning groups, create skits that show the possible consequences of poor home maintenance standards. After watching the skits, discuss home maintenance standards that families need to follow to prevent negative consequences, such as illness or injury.

LC SS
BWF C H
WPBS 5 6 8 9
10 15

9. Handout: **Case Studies -- Home Maintenance Standards** (H 28)
   Handout: **How Clean is Clean?** (H 29)

   Have students read the case studies and identify the standards related to household cleanliness for each person. Identify the consequences of maintaining and not maintaining these standards.

   Have students complete the check list.

   Discussion Questions:

   * Why is it important to be aware of your own standards for home maintenance as well as the standards of other family members?
   * What happens when family members have different standards for home maintenance?
   * Under what circumstances might these standards change?
   * When both parents are working outside the home, or a single parent works outside the home, how might these standards need to change?

Strategies for household management

LC SS
BWF C H
WPBS 5 8 9 10 15

10. Divide students into cooperative learning groups. Have the groups discuss what **'management' means to them.** Share definitions with the class.

Discussion Question:

- * How does 'management' apply to the family and the household?

Have each group brainstorm (one person should record) benefits of sharing family and household responsibilities. After brainstorming, each small group is to select the three benefits they consider most important. Share with the class.

Develop a class list of benefits. After the list is developed, have students identify who/which person in the family receives the benefit.

LC SS
BWF C G H
WPBS 5 8 9 10 15

11. Handout: **Strategies for Household Management--Background Information** (H 7 - 12)

Divide students into cooperative learning groups. Assign one of the strategies for household management to each group. The students are to read the information, discuss it, and develop a way to teach it to the whole class. The presentation to the class may be a skit, demonstration, chart, etc.

LC SS
BWF C H
WPBS 5 6 8 9 10 15

12. Handout: **Household Management Case Study** (H 30)
Handout: **Household Management Strategies Worksheet** (H 31, 32)

Using the case study, each group is to complete the worksheet. Upon completion of the worksheet, each group will share the strategies they would recommend and role play a 'communication for change' that would fit in with their recommendations.

LC SS
BWF C H
WPBS 5 8 15

13. Handout: **Household Management Strategies Worksheet** (H 31, 32)

Individually, each student is to write a case study of his or her own family. Then, the student is to complete the worksheet, selecting the strategies that would work best for his or her family.

LC SS
BWF C H
WPBS 5 8 9 10
12 15
FHA/HERO

14. **FHA/HERO Integration**
The students may want to develop a set of interview questions to use with adults who work outside the home and also have household management responsibilities. Results from the interviews could be compiled and the information shared with others through newsletters, radio spots, presentation, etc.

Debriefing

Content: In what ways does the type of housing a family chooses to live in affect household management?

What differences are there in the number of hours of household work and the amount of household responsibilities among teenagers? What things might be the cause for these differences?

What criteria would you use to determine which family member did specific household tasks?

Process: In what ways was it beneficial to identify which family members did specific household tasks in your family?

What did you learn about your willingness and ability to work with others in developing a skit to demonstrate different living environments?

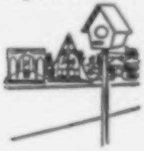
In what ways was it helpful to develop a list of household tasks that need to be done in most homes?

In what ways was it beneficial to work through a case study and develop household management strategies?

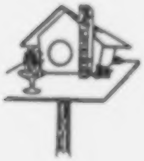
A House is Not a Home

People have different housing and home management values. Studies have shown that when it comes to housing and home management, people may value one or more of the following: ideal location, companionship, convenience, beauty, comfort, privacy, safety, economy, health, and hobbies.

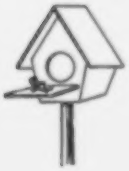
The housing pictures illustrate the statements of housing and home management values that are listed with each picture. View each picture and read each statement. Then, give your priority ranking with 1 being the characteristic that you value the most in housing and home management and 10 being the least important.



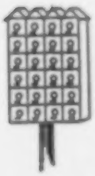
___1. The home with the ideal location is near the things that are really important to you.



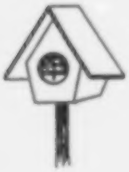
___2. The beautiful home has nice colors and a good design, and is good to look at both inside and out.



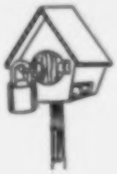
___3. In the comfortable home, you can rest and relax and feel at ease.



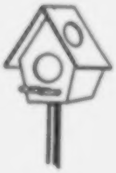
___4. You have many good times in a home near many people.



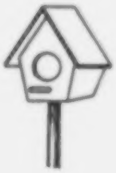
___5. In the home that gives you some privacy, you can do the things that you want to do without being bothered.



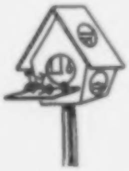
___6. The safe home provides security and little danger of fire, accidents, and such problems.



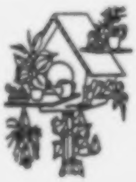
___7. The convenient home is neat and orderly, and has many devices that save time and energy.



___8. The inexpensive home costs little to operate and suits the family income.



___9. The home built for good health is clean and provides plenty of sunshine and fresh air.



___10. In the home where personal interests and hobbies are important, you can spend your spare time doing almost anything you want to do.

Source: Instructional Patterns for Maximizing Human Potential, Sacramento, CA, California State Department of Education, 1978.

Family Housing Situations

Directions: Read through the family situations below. Identify the housing characteristics that each of the family needs or wants on the "Family Housing Needs and Wants" sheet.

Companion Group: A group of three women who recently graduated from high school decided to share a living space. They each attend college part-time and have jobs that help pay for college tuition and living expenses. Each owns her own car, but has little extra money for gas. Though they have a limited budget, they enjoy entertaining friends. They have agreed to share in the work of keeping their living space clean, but finding time to clean is difficult due to their different and busy schedules. They have very few furnishings, but would like the place to be attractive.

Couple: A husband and wife are both involved in their careers. They have busy schedules and do extensive traveling with their jobs. Frequently they will work on job-related reports at home. Since they married recently, they are still adjusting to living together. When they are home they like to entertain friends. They have the money to decorate and furnish their place, but very little time. They each value personal privacy as well as privacy from their neighbors. They would like to share home management tasks equally.

Childbearing Family: A husband and wife live with their two children -- a four-year-old daughter from the husband's previous marriage and the couple's new baby, just eight months old. The husband works full-time running the family plumbing business which has its office in their home. With the expenses of the new baby and the husband's child-support payments for his other two children who live with his ex-wife, money is tight. The wife supplements their income by babysitting for two other young children, ages three and four. They do not entertain much, except to have family members over for holiday meals. The husband's children who live with his ex-wife, come to stay at their house every-other-weekend and for two months during the summer. The husband is really interested in woodworking, but does not have much time to devote to the hobby.

Family With School-Age Children: Two sisters, both single parents, live with their four children, ages 7, 8, 10, and 12. One sister works full-time as a police officer, usually on the second shift. The other sister works part-time as a salesclerk at the mall, but is taking classes part-time to improve her employment opportunities. The children are conscientious students and need space for studying and playing at home. Since they live on a limited budget, the family is prepared to share a smaller living space, as long as the neighborhood is safe for the children.

Launching Family: A single-parent father lives with his two teenage sons. He works for a bank. His oldest son, who is 18, will go to college next fall. His younger son, who is 15, lives with his father during the week and his mother on the weekends. The father does not really care what their living environment looks like, as long as they live close to where he works. He enjoys playing basketball with his sons and working out at the YMCA on a daily basis.

Empty-Nest Family: A woman and her husband, both involved in careers, are nearing retirement. Their children are grown. Both enjoy many hobbies and are active in community groups. Both are in good health, but are concerned that this could change in the near future. Recently, their daughter got a divorce and is having trouble making ends meet. They fear that their daughter and her two-year-old son will soon have to move in with them.

Family Housing Needs and Wants

Directions: Read through the family situations, "Family Housing Situations". Identify with an N if that characteristic is a need, or a W if that charactistic is a want. Analyze the housing needs of the family carefully to identify their needs and wants.

Housing Characteristic	Companion Group	Couple	Child-bearing Family	Family With School-age Children	Launching Family	Empty-nest Family
Location						
°Close to shopping						
°Close to public transportation						
°Close to work or school						
°Close to recreational facilities						
Space						
°Storage space for clothing and other possessions						
°Facilities for cooking						
°Space to entertain friends						
°Adequate bathroom space						
°Space to enjoy hobbies and interests						
°Space to relax and unwind						
Design						
°Plenty of sunshine						
°Quiet						
°Private						
°Comfortable						
°Energy efficient						
°Easy to clean						
°A place to be proud of						
°Uncluttered						
°Streamlined -- a place for everything and everything in its place						
°A place you can decorate to suit your individuality						
Facilities						
°Comfortable place to sleep						
°Good condition						
°Clean						
°Safe and secure						
°Relatively new						
°Handy laundry facilities						
°Affordable						
Special Features						
°Available parking						
°Pets allowed						
°Air-conditioning						

Adapted from Decisions for Independent Living. Bismarck, North Dakota: North Dakota State Board for Vocational Education, 1989.

Household Management H 22
TLI # 3 / Handout

The Tasks I Perform In The Home

Directions: Record the time you begin and end each task you are expected to do in the home. Examples of tasks include making your bed, washing dishes, babysitting a younger brother or sister, and taking out the garbage.

Begin today and keep track for 7 days. At the end of 7 days, add all the time spent doing these tasks. This is the total amount of time you spent doing tasks at home.

Day	Task	Begin Time	End Time	Amount of Time

Total time spent in 7 days: ______ hours ______ minutes

Household and Child Care Tasks

Indicate with a check mark, who does each of the following family-related tasks in your home. Skip those tasks that don't apply to your family and add additional tasks at the end of the list. In the "Other" column, you may use the child's initials to indicate which child does the task.

Dad	Mom	Both	Other	?	
					*MEAL PLANNING AND PREPARATION
					Menus/meal planning
					Grocery shopping
					Cooking breakfast
					Cooking lunch -- weekdays and/or weekends
					Cooking dinner
					Cleaning up after meals
					Washing dishes/putting in the dishwasher
					Taking care of the garbage
					Making and packing lunches
					*HOUSEWORK
					Dusting
					Cleaning bathrooms
					Cleaning kitchen/appliances
					Appliance maintenance
					Washing windows
					House repairs
					Dealing with service people
					Vacuuming/sweeping/scrubbing
					*CLOTHING AND LAUNDRY
					Shopping/buying clothes
					Washing/drying clothes
					Sorting/folding clothes
					Dry cleaning
					Mending/repair of clothes
					Ironing
					Weeding out old clothes
					*OUTSIDE WORK
					Garden/yard work
					Mowing the lawn
					Other lawn care -- fertilizing/watering/etc.
					Car maintenance
					Car repair
					Cleaning out the garage
					*PETS
					Daily care
					Regular grooming/exercising/maintenance
					Arranging for care for vacations, etc.
					Making appointments/veterinarian

Household Management H 24
TLI # 5 / Handout

Dad	Mom	Both	Other	?	
					*CHILDREN -- NURTURING AND MAINTENANCE
					Makes/monitors child care arrangements
					Takes child/ren to day care
					Gets out of bed when child awakens
					Cares for during sickness
					Helps with school work
					Goes to parent-teacher conferences
					Goes to school meetings
					Takes child/ren to preschool/school
					Attends child's/ren's performances
					Helps with bathing children
					Reads to/with the child
					Teaches to ride bike/play games/etc.
					Takes to dental/medical appointments
					Volunteers for children's activities
					Helps with projects
					Arranges for babysitters -- evening/other
					Talks to child about sex/life issues
					Available for one-to-one talks
					Takes to ball games, circus, sports, etc.
					Drives children to their activities
					Arranges/drives to carpool to activities
					Supervises inviting friends over
					Handles crises that develop in a family
					Handles problems at school
					Teaches about wise use of money/savings
					Plays with children
					Plans/buys Christmas presents
					Purchases birthday gifts for child/others
					Plans/supervises child's birthday party
					Disciplines
					Take photos/puts in albums or baby books
					*MONEY
					Budget planning
					Bill paying
					Balances the checkbook
					Gives out allowances
					*LEISURE TIME
					Plans/prepares for vacations
					Plans social activities for family/spouse
					Plans weekend activities
					*SOCIAL OBLIGATIONS
					Inviting friends over for fun activities
					Planning/preparing food/etc. for friends
					Holiday and birthday obligations
					Coordinating family's social schedule
					*TOTALS

Household Tasks -- Cards

cooking breakfast	cleaning out the garbage	mowing the lawn
cleaning up after meals	making pet appointments/ veterinarian	car repair
taking care of the garbage	washing/drying clothes	pet's grooming/ exercise/ maintenance
cleaning bathrooms	mending/repair of clothes	taking child/ren to day care
washing windows	garden/yard work	drives children to their activities
vacuuming/ sweeping/ scrubbing	car maintenance	handles crises that develop in a family
shopping/buying clothes	pet's daily care	plays with children
dry cleaning	makes and monitors child care arrangements	plans/supervise child's birthday party
weeding out old clothes	sorting/folding clothes	budget planning
other lawn care -- fetilizing, watering, etc.	ironing	gives out allowances

Household Tasks -- Cards

gets out of bed when the child wakes up at night	helps child with projects	menus/meal planning
goes to child's parent-teacher conferences	available for one-on-one talks	cooking lunch -- weedays and/or weedend
attends child's performances	helps child with school work	washing dishes
reads to/with the child	takes child/ren to preschool/ school	making and packing lunches
volunteers for child's activities	helps with bedtime routine	cleaning kitchen/ appliances
talks to child about sex/life issues	takes child to dental/medical appointments	house repairs
cares for child during sickness	arranges for babysitters -- evening/other	grocery shopping
goes to school meetings	takes to ball games, circus, sports, etc.	cooking dinner
helps with bathing children	dusting	putting dishes in dishwasher
teaches child to ride bike/ play games/etc.	appliance maintenance	dealing with service people

Household Tasks -- Cards

arranges/drives in carpool for activities	balances the checkbook	
handles child's problems at school	plans social activities for family/spouse	
plans/buys Christmas presents	plans weekend activities	
disciplines child	holiday and birthday obligations	
bill paying	inviting friends over for fun activities	
plans/prepares for vacations	coordinating family's social schedule	
supervises inviting child's friends over	planning/preparing food/etc. when inviting friends over	
teaches child about wise use of money/savings	writes letters/ sends cards	
purchases birthday gifts for children/others		
takes photos/ puts in albums or baby books		

Case Studies -- Home Maintenance Standards

Read the case studies below and identify the standards related to household cleanliness for each person. Identify the consequences of maintaining and not maintaining these standards.

1. Alex and Jason are brothers who share a room. Alex is very neat; Jason can't remember the last time he cleaned anything. Alex does all the cleaning in the room because Jason decided that since having a clean room doesn't matter to him, it should be Alex's job to clean. Alex is getting resentful.
2. The Taves are a couple in their twenties with two children, one from a previous marriage of Mr. Taves'. Mr. Taves expects his wife to do all the housework since she is home all day. After all, that's the way his mother took care of his family when he was growing up. He considers it an imposition to be asked to wash the dishes. Mrs. Taves is always tired and worn out. Mr. Taves cannot understand why. All he is asking his wife to do is to keep a clean, picked-up, well-organized house and care for their two small children.
3. Krista is mad at her father. He thinks that since Krista is older than her sister, Kathy, Krista should be responsible for cleaning the room that the two of them share. Krista thinks that this is unfair and that Kathy is taking advantage of the situation.
4. Greg went over to Keith's house to work on his bike. He'd been having trouble with his brakes and tires and Keith said he had all kinds of tools in their garage. It took about three hours to fix Greg's bike. The repairs were minor, but it took lots of time trying to find the right tools. Tools were all over the garage: some in boxes, some on shelves, some in the car trunk, and some they never could find.
5. Tara recently spent the night at her best friend's house, but she couldn't wait to get home. Her friend keeps her bedroom so neat that Tara was afraid to mess anything up. Whenever they did anything, her friend hurried to straighten everything up. It drove Tara crazy! Tara is embarrassed to ask her over to her house because it isn't as clean as her friend's.
6. Jared is upset with his mom. His mom talked to him again about not throwing his coat, book bag, shoes, clothes, etc. on the floor or furniture in the living room. She wants to keep the living room clean. Jared believes it's his house too, and wants the house/living room to be "comfortable" and "lived in".

How Clean Is Clean?

Directions: Most individuals have opinions about cleaning, laundering and dishwashing. Put an X in the column that best describes your attitude toward each preference listed. Since this is based on your opinion, there is no right or wrong answer.

PREFERENCES	Agree	Disagree
1. It bothers me to see a messy room, e.g., clothes not put away, shoes and other items under the bed, dresser drawers left open.		
2. I enjoy the fresh smell of clean clothes and linens.		
3. As long as I look good when I go out, I don't care how the house or my room looks.		
4. I can walk into a kitchen with dirty dishes stacked in the sink and not see them.		
5. I think every person living in a house should pitch in and help keep it clean.		
6. I don't like things "too tidy"; I like some clutter.		
7. I always plan what I'm going to wear (whether it's for school, work, or a social event). So, if I need to launder or press something I'll be sure to have it ahead of time.		
8. Every person should be allowed to decide how neat his or her room should be.		
9. I'd like to be organized -- keep my room neat, my clothes in good shape -- but I don't have the time.		
10. While laundering, cleaning, and dish-washing aren't my favorite activities, I don't mind them that much.		
11. It makes me feel good when I get my room cleaned up and my clothes put away.		
12. It makes good sense to take care of things and keep them clean -- they'll last longer.		
13. I don't launder anything until I need it.		

Share and discuss your attitudes about household management/cleanliness in a small group. After sharing and comparing your answers with the others, decide how interested you are in keeping your things clean, laundered, picked up, etc.

___More than most ___About the same as most ___Less than most

Explain what your standards for home maintenance are.

Source: Adapted from "The How to Clean Kit."

Household Management Case Study

Janet Morton - mother, wife
Age 38
Employed full-time at a business
Describes herself as: tired a lot of the time; would like some time to herself and to be more involved in the community; always feels rushed; would like more time with her children

Weekday Schedule:

5:45 Gets up, gets herself for work

6:30 Gets the rest of the family up; helps Nathan get dressed, etc.

6:45 Prepares breakfast

7:00 Serves breakfast

7:20 Cleaning up breakfast

7:30 Driving to day care to drop Nathan off and driving on to work

8:00 to 5:00 At Work

12:00 to 1:00 Lunch break
Often runs errands during lunch (dry cleaning, groceries, birthday cards, school supplies, etc.)

5:00 to 5:30 Drive to day care and after-school care to pick up children

5:30 to 6:15 Errands
Delivers/picks up Katie on Tuesdays for dance lessons; Thursdays are Brownie meetings

6:15 or later -- Arrives home, prepares dinner

6:45 Family dinner

7:30 to 9:00 Meal clean up, homework help, school meetings sometimes, children's baths, playtime

9:00 to 11:00 Household chores, load of laundry, dinner dishes, cleaning, ironing, etc.

11:30 To bed

Saturday: household chores
Grocery shopping for the week

Sunday: Family day

Brad Morton - father, husband
Age 38
Employed full-time at manufacturing plant
Describes himself as: having lots of energy; prides himself in his level of fitness; involved in the community in several organizations; likes spending time with his woodworking hobby; enjoys playing with his children; would like more time with his wife.

6:30 Gets up, dresses for work

7:00 Eats breakfast

7:20 Feeds/waters the dog
Reads the newspaper

7:45 Drops Katie at grade school

8:00 to 5:00 At work

12:00 to 1:00 Lunch break
Eats out with other workers

5:15 Picks up the mail

5:30 Goes through the mail
Car maintenance, if needed

6:15 Plays with the kids or watches the 6 o'clock news

6:45 Family dinner

7:30 to 9:00
Bowls one night a week
Works out one night a week
Community/organization meetings once or twice a week

9:00 Sometimes may help with household chores if asked, works on woodworking hobby in the garage, reads

10:00 Watches the the news and program afterwards

11:00 To bed

Saturday: Soccer coach in morning for preschool team
Yard work or playing with the children in the afternoon

Nathan - age 4
Goes to day care/preschool
Bedtime is 8:30

Katie - age 8, 3rd grade
Has small amounts of homework
Involved in dance & Brownies
Enjoys her friends and playing with parents
Bedtime is 9:00

Household Management Strategies Worksheet

As a small group, take on the roles/lives of the family members in the case study. Assume you are living their lives. You are to go through the management process to assist the family in managing their family and household more effectively.

Discuss and answer/complete these questions.

1. What does each family members value?

2. What are some of the family's goals?

3. Looking at the family's family and household management strategies at the present time, what changes would you make in order to manage the household more effectively?

4. Strategies for Household Management #1 -- Communicating

   How would you assess the communication within the family at the present time? What is your criteria for this assessment?

   Identify topics/concerns you think the family need to communicate about -- be specific.

   When should they plan/schedule their family communication and planning time?

   Are there ways to utilize written communication in the family?

   Steps in Communication for Change (complete on another sheet) Set up/write out a role play to communicate one behavior change need that another family member wants. You will actually do the role play for the class.

5. Strategies for Household Management #2 -- Establishing Priorities

   Identify the present priorities of the family.

   Set priorities for the family. Be specific.

6. Strategies for Household Management #3 -- Dividing the Labor

How is the household tasks/labor divided now?

How should the family divide the household tasks/labor?

Are there jobs/tasks that could be delegated? Which ones?
Would the jobs be done as well/often/etc.?
Are there jobs that could be eliminated?

7. Strategies for Household Management #4 -- Scheduling Systems

Make a calendar of events.
Schedule (your choice of format) household tasks and family events for one week. Write in times, who's doing what, include all family members, etc.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

8. Strategies for Household Management #5 -- Managing a Support System

What support system does the family presently have?

What are possible support systems they could establish?

9. Strategies for Household Management #6 -- Using Efficient Cleaning Methods

What specific cleaning methods could be implemented for the family?

10. Identify benefits for the family if they can make these changes in their household management.

Child Care Responsibilities

Child Care Responsibilities

Perennial Problem

What should be done about the optimal development of children?

Practical Problem

What should be done about parenting and child care issues in families?

Learner Outcomes

The student will:

1. Review child care issues and analyze the impact on the individual child, parent, family, workplace, and society.
2. Examine self in regards to readiness for parenthood and how that can affect the potential for positive parenting.
3. Recognize the importance and ramifications of selecting child care that meets the needs of the child and the parents.
4. Collect, summarize, and evaluate information regarding child care options.
5. Analyze the costs of child care options and the impact on child care decisions.
6. Develop criteria to use in making child care decisions.
7. Examine factors regarding children in self-care and the impact on the children and the family.
8. Interpret quality time as a means for families to build meaningful relationships.
9. Recognize the value and validity of staying home to parent one's own children.

Supporting Concepts

Child Care -- An Issue of Major Importance

A. Changes within the family
B. Well-being of children
C. Responsible parenting and child care
D. Parenthood readiness

Child Care Choices

A. Child care decisions
B. Effects of employment on children
C. Child care needs and wants
D. Child care options
E. Checking out child care options
F. Get the business things straight
G. Child care costs
H. Kansas child care regulations
I. Starting children in child care
J. Monitoring the child care arrangement
K. Children in self-care
L. Quality time

The Stay-At-Home Parent

A. Benefits
B. Stresses/Concerns
C. Solutions to the stresses

Resources

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Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Child Care -- An Issue of Major Importance

Background Information

Changes Within the Family

The American family has undergone many changes. Since the 1950s, society has moved from "traditional couples", who assigned wage earning as the male priority and the home as the female priority, to "transitional couples", where the husbands and wives occupy a shifting middle ground. Typically, a transitional wife identifies with work and home, but expects her spouse to be more work oriented than she is. The transitional husband endorses his wife's employment, but expects her to keep up the home front. Today, society has moved more towards "egalitarian couples", who expect both spouses to identify similarly with work, or family, or a combination of the two.

In years past, mothers were expected to be at home with their children, especially in the preschool years. In more recent times, inflation has made it necessary to have two incomes. The social trends in the sixties and seventies enhanced the women's liberation movement from the home front to the workforce demanding equal rights and status for women. The number of female college graduates has increased, and these women are career oriented and plan to reenter the workforce soon after childbirth. The increased divorce rate and number of displaced homemakers is another reason women are seeking employment.

As families change and mothers are employed, as fathers become more involved with the care of children, child care issues take on major importance. The statistics regarding employed mothers and children in need of care present the basis for the concern about child care. In 1993, 53.9% of mothers with children under age three were employed compared to 35% in 1975. In 1993, 57.9% of mothers with children under age six were employed. 75.4% of mothers with school age children were employed, In Kansas, the statistics are very similar to the national statistics. In 1990, 59.4% of Kansas children under age six had parents who were both working or one parent working in a single parent family.
("Marital and Family Characteristics of the Labor Force from the March 1993 Current Population Survey," U.S. Department of Labor Bureau of Labor Statistics, October, 1993)

Most women with children have husbands who contribute to the family income and share family responsibilities. Some women, however, maintain families without husbands and are the sole or principal earners in these families. Of the approximately 67 million families in the U.S. in 1992, 12 million (18%) were maintained by women. In black families, women maintained 47%; in Hispanic families, women maintained 24%; and in white families, women maintained 14%.

Because of the absence of a husband or a second earner, women who maintain families are very active in the labor force. 1992 statistics revealed that single (never married) women with children under age 18 participated at a rate of 52.5%; widowed mothers, 61.4%; married mothers with absent spouses, 63.7%; and divorced mothers, 80.3%. Women who maintain families with children under age 18 usually experience significantly higher unemployment than do wives in married-couple families with children under age 18 -- 11.8%, which is twice that of married-couple wives.

Families maintained by women had the lowest median income of all family types in 1991 -- $16,692 -- when compared with $40,995 for married-couple families and $28,351 for families maintained by men. White families maintained by women had a median income of $19,547; for black families, $11,414; and Hispanic families, $12,132.

Women who maintain families, especially those with children under age 18, have more serious socioeconomic problems than other women in the population. Some of these problems include higher unemployment and lower average educational attainment. There is also a higher proportion of families maintained by women who have children to rear (68.3%), as compared with married-couple families (48.3%). These reasons help explain women's high incidence of poverty and are a major reason they have become a larger portion of families below the poverty level. Responsibilities for the care of children, especially of very young children, restrict employment and earning opportunities for many women. In 1989, 52% of all families below the poverty level were maintained by women. These 3.5 million families included nearly 7 million related children.

The problems faced by poor families are quite extensive, especially for those maintained by an unmarried young mother. She is unlikely to earn enough on her own to keep herself and her children out of poverty. As she sets up her household, she will likely receive welfare and may well become dependent on it for many years and probably will have more children. In 1993 the poverty threshold for a family of three persons, where two of the family members were children, was $11,892; $9,432 for a family of two, one parent and one child.
("Women Who Maintain Families," Facts on Working Women, U.S. Department of Labor Women's Bureau, June, 1993.)

Just as marriage and family have undergone many changes, so has the child care system. America never planned for this dramatic shift of women into the workforce. Yet, the nation still clings to the old myth that "mothers take care of the children." That method depended heavily on nearby relatives. Today, many of those relatives work outside the home and others do not live nearby. According to William Buck, Secretary of Labor: "It's just incredible that we have seen the feminization of the workforce with no more adaptation than we have had... It is a problem of sufficient magnitude that everybody is going to have to play a role: families, individuals, businesses, and government." (O'Connell and Bloom, 1987, p. 11)

Responsible Parenting and Child Care

The child care issue centers on two questions: What is needed and who will provide it? In this age of working parents, we not only need to look at those questions from the basis of child care that is provided outside the home or family, but to also look at the parenting skills and child care provided by working parents within their own home.

Many people believe that they do not need any special education for parenting and child care. They figure that they grew up all right and that the way they were parented and cared for will be just fine for their children. However, what we learned as children may or may not be as appropriate in today's world. We can all benefit by examining our assumptions about children and child care.

Parenting and child care is time-consuming, often very tiring, and always challenging. Effective parenting and child care requires being aware of the developmental stages of childhood, including the range of normal variations at each age, and modifying one's parenting and child care practices in order to accommodate these changes. Effective parenting and child care requires flexibility, so that strategies are adapted to a child's talents, temperament, and intellectual abilities. Responsiveness, an important element at every age, means being willing to modify one's parenting behaviors to match a child's needs, concerns and capacities. As children mature, effective parents try to provide stimulation and experiences that promote the use of new skills and encourage the development of new competencies without creating high levels of frustration and failure. Children seem to thrive when they experience interactions with caring parents, child care providers, and other adults who can read their cues, anticipate their needs, and provide appropriate responses.

The primary areas of parenting and child care include: meeting the child's physical needs; protecting the child from physical and emotional harm; socializing the child with respect to the values, beliefs, and norms that parents consider to be applicable for the child's participation in society; and educating the child about the skills and information necessary to function in the world. As the children get older, the focus of parenting shifts so that less time is spent on direct care, health, and safety concerns, and more time is spent on socialization and education. Also, parents try to promote feelings of safety and security in the family so that children feel a deep sense of belonging, and at the same time, try to promote feelings of confidence and independence so that children can move out of the family and be happy creating a life of their own.

Parenting and child care involves serving as an advocate for children. Parents need to become familiar with the community resources and services that can help them provide an optimal child-rearing environment for their children. They need to be aware of the potential dangers in their community and help their children avoid those dangers where possible. They need to select a pediatrician, choose a school, and find responsible babysitters. They need to find out about the libraries, parks, recreational facilities, and programs available as their children's interests change and mature. In many cases, they have to intervene on behalf of their children, especially in the schools, to make sure that their children's special learning needs are being met. Thus, responsible parenting goes beyond the face-to-face interactions one has with one's child. It extends to knowing the community and helping build bridges between home and community.

(Adapted from: Personal Development Resource Guide, Work and Family Life Program, Ohio Department of Education, 1993.)

Teaching-Learning Interaction

Well-being of children

LC SS
BWF C D I
WPBS 6 8 12

1. Handout: **The Well-Being of Children** (I 17)
Divide students into cooperative learning groups. Using the handout, students are to review the statistics regarding children's issues and identify ways that parents/child care providers/students can have an impact on these statistics and the well-being of children in our community.

   Discussion Questions:
   * Why should we be concerned about these statistics?
   * What are the consequences of these statistics for children? Their families? The community? The workplace? Society?
   * Who is responsible for the well-being of children in our society?

LC SS
BWF C D I
WPBS 6 8 12
FHA/HERO

2. **FHA/HERO Integration**
Handout: **A Child's Bill of Rights** (I 18)
Review the handout information. In cooperative learning groups, select one of these rights and design a poster illustrating the meaning of that right. Upon completion, each group will show the poster to the class and explain the importance of the role of parents and child care providers in making sure these rights are upheld. The posters can be displayed in the classroom, at a parent-teacher organization meeting, shopping mall, or a community center.

   Discussion Questions:
   * Why is each of these rights important to children?
   * Do you believe most children today have these rights upheld?
   * What would happen if each child received care that respected these rights?
   * Does the responsibility for upholding these rights for children remain only with the parents, or does it carry over to the child care provider?
   * Is anyone else responsible for upholding the rights of children? Who? Why?

LC SS
BWF A B C D E I
WPBS 6 8 12

3. Handout: **The Impact of Child Care Issues** (I 19 - 22)
Divide students into cooperative learning groups and give each group one of the child care issues. Students are to discuss the issue and supporting statistics and identify the impact on the individual, family, and society. Also, students are to formulate potential solutions to the impact.

Positive parenting and child care

LC SS
BWF A B C D I
WPBS 6 8 9 10

4. Transparency: **Positive Parenting and Child Care** (I 23)
Show the transparency which reads: The positive interaction between a parent/other adult and a child that enhances the child's development and ensures the best possible future for the child. The three major roles of positive parenting and child care include: protector, caregiver and teacher.

Divide students into cooperative learning groups and provide each group with a large poster board silhouette figure and a marker. Students are to write one of the roles of a responsible parent on the silhouette. In groups, students are to list/write responsibilities associated with fulfilling that particular parenting role. Share completed silhouettes and responses with the class.
Examples: Protector role -- get immunizations on timely basis, provide safe housing
Caregiver role -- change diapers, hold and cuddle baby
Teacher -- share family values, teach how to tie shoes

Have students turn to the back side of the silhouette and discuss/write characteristics of successful parents -- the characteristics they think it is important for parents to have.

Discussion Questions:
- * How did you decide which characteristics were most important?
- * Why are each of these characteristics important to success in parenting?
- * Which of these characteristics would help you fulfill the responsibilities of the different parenting roles?
- * How can a person acquire these traits?
- * How many of these traits do you possess?
- * What would it be like to have a parent who did not possess the most important traits?

Give students a second poster board silhouette figure. Ask students if the roles of protector, caregiver and teacher that parents fulfill are appropriate/inappropriate roles for child care providers. Discuss briefly.

On the second silhouette, students are to write the same parenting role (protector, caregiver, or teacher) as they used during the first part of this activity. This time, they are to list/write responsibilities of child care providers in fulfilling that parenting role. Similarly, on the back side of the silhouette, students are to identify the characteristics of a successful child care provider.

Discussion Questions:
- * How did you decide which characteristics were most important for child care providers?
- * Why are each of these characteristics important to success in providing child care?
- * What would it be like to have a child care provider caring for your child that did not possess these characteristics?

LC SS
BWF A B C D E I
WPBS 6 9 10 12

5. Handout: **Changes Within the Family -- Background Information** (I 7, 8)
Handout: **Responsible Parenting and Child Care -- Background Information** (I 9)
Handout: **Characteristics of Successful Parents** (I 24)
Transparency: **Read-Write-Share-Compare -- Caring For the Children** (I 25)

Provide the handout materials, then show the transparency. The transparency instructions are as follows:

Read -- Read the background information
Write -- Write out 5 important points/concerns/issues from the reading
Share -- Share important points within a cooperative learning group
Compare -- Compare written responses and discuss. Also, compare the students' lists of characteristics of successful parents with the list given in the background information.

Parenthood readiness

LC SS
BWF A B C D I
WPBS 4 8 9 10
12 15

6. Handout: **Children?** (I 27, 28)
Handout: **Are You Ready For Children?** (I 29, 30)
Handout: **Raising Children -- Role Questionnaire** (I 31, 32)

Students are to complete the parenthood readiness assessments. Upon completion students are to reflect and write on what they found out about their readiness for parenthood. Share findings and implications in cooperative learning groups.

Discussion Questions:

* Is anyone your age ready to become a parent? Why or why not?
* List factors to consider when evaluating readiness for parenthood. (Education, career, finances, place to live, physical readiness, emotional readiness, marriage)
* What questions should a person ask him/herself regarding each of these categories when deciding whether or not he/she is ready to become a parent?
* How would having children affect your goals in some of these areas?
* What are the consequences of having children before you are ready? (not being able to provide financially, career goal disappointment, not able to meet child's emotional needs)

LC SS
BWF A B C D I
WPBS 8 9 10 11
12 13 15
FHA/HERO

7. **FHA/HERO Integration**
Action project: **Volunteer to care for young children in a family or community setting.** This experience could include babysitting, working in a child-care setting, or assisting in an educational or recreational program in the community. Students are to keep a journal about the experience, using the questions below to focus their reflections about the realities of parenthood.

1. How is this experience similar to and different from the role of a parent caring for children?
2. What parenting responsibilities did you fulfill for children during the experience?
3. In what ways did you fulfill the parenting roles of protector, caregiver, and teacher?

4. What particular situations about your experiences were especially challenging? Why?
5. What skills and qualities would you need to develop to be an effective parent?

Debriefing

Content: What insights do you now have regarding the well-being of children and its importance to the child, family, workplace, and society?

How do child care concerns impact work and family decisions?

What insights do you now have regarding your readiness for parenthood?

Process: In what ways was it beneficial to identify the traits of positive, successful parents?

In what ways was it beneficial to assess your readiness for parenthood?

Well-Being of Children

"America's future is forecast in the lives of its children and the ability of their families to raise them."
Final Report on the National Commission on Children, 1991.

Social, economic and demographic stresses of recent decades have increased family stress at the same time that they have reduced the level of support traditionally available to families. There is much evidence to indicate that poverty, unemployment, lack of basic educational needs, poor housing, homelessness, substance abuse, limited health care and marital chaos are threatening the well-being of children.

Consider the following Kansas Statistics:

- The percent of births to single teens climbed to 8.6% of all births, a 19% increase from the average of the previous five years.
- The percentage of children living in poverty increased by 25% between the 1980 and 1990 census.
- Teen violent deaths showed a reversal in the positive trend of past years with the rate climbing to 82.0 per 100,000 teens from the base year rate of 69.9. This indicates the rate at which teens 15 to 19 die as a result of accidents, suicides and homicides.
- The percent of low birth weight babies increased by 4% to the present level of 6.5%.
- The percent of all births to mothers with less than a high school degree increased by 6% to the present level of 18%.
- The percent of students graduating from high school declined 1% to the present level of 83%.
- The juvenile arrest rate per 1000 children ages 15 to 19 increased to 10% to the present level of 38 per 1000.
- Children in grades 5 through 12 who regularly use alcohol once a week or more often is one in 12.
- 27% of 5th through 12 graders have reported that they have tried marijuana, cocaine, inhalents, LSD or steriods.
- Kansas had 22,571 reports of child abuse and neglect in 1992, which is 34.3 children per 1000.
- 59.4% of children under age 6 have parents in the labor force (both parents working or one parent working in single parent family).

Source: Portrait of the Future: Kansas Kids Count Data Book, 1994, Kansas Action for Children, Johannah Bryant, Director.

A Child's Bill of Rights

A Child Has a Right To:

- * Be raised by loving parents who have parenting skills
- * Be provided with good prenatal care
- * Be provided with proper nutrition from conception to adulthood
- * Be provided maximum protection from preventable injuries
- * Live in an uncrowded, peaceful, clean, and secure home.
- * Have clean clothing, suitably adapted for the weather
- * Receive warm, loving, patient, and skillful parental care
- * Be protected from abuse and neglect
- * Receive adequate preventive and regular medical care
- * Receive educational opportunities that maximize individual development
- * Receive patient, skillful guidance

The Impact of Child Care Issues

1. The revolution in families that we see all around us -- the result of an epidemic of divorce, remarriage, redivorce, illegitimacy, and new strains within intact families -- has precipitated a revolution in the inner lives of our children. And a torrent of recent research makes plain that this revolution within the hearts and minds of the next generation has deeply troubling implications for the American social order.
("The American Family, 1992," *Fortune*, August 10, 1992)

2. If the well-being of its children is the proper measure of the health of a civilization, the U.S. is in grave danger. Of the 65 million Americans under 18, fully 20% live in poverty, 22% live in single parent homes, and about 3% live with no parent at all.
("Struggling to Save Our Kids", *Fortune*, August 10, 1992)

3. The loss of childhood innocence is a recent phenomenon affecting all income levels and all ethnic groups. Playground fights that used to end in a bloody nose now end in death. Schools that once considered talking in class a capital offense are routinely frisking kids for weapons, questioning them about drugs. AIDS has turned youthful experimentation with sex into Russian roulette. A good public education, safe streets, and family dinners -- with both mother and father present -- seem like quaint memories of a far distant past.
("Struggling to Save Our Kids", *Fortune*, August 10, 1992)

4. Couples are postponing having children and are having fewer of them. In 1973, 6 out of 10 families had at least one child under the age of 18 and the average number of children per family was 2.2. In 1990, only about one-half of all families had a child under age 18, and the average number of children was 1.8. Postponing children and having smaller families are recent trends among dual-earner families.
("America's Families: Conditions, Trends, Hopes and Fears", *Family Information Services*, September , 1992, T & E-20)

5. The proportion of households without children headed by 25 to 44 year-olds nearly doubled from 20% in 1960 to 37% in 1988. Households without children have a median income per person that is 67% higher than households with two children.
("America's Families: Conditions, Trends, Hopes and Fears", *Family Information Services*, September, 1992, T & E-20)

6. Childbearing among unmarried women has reached the highest levels ever recorded in the U.S. Births to unmarried women totaled 878,477 in 1986, or a rate of 34.3 births per 1,000 unmarried women ages 15 to 44. The rate for black women is substantially higher than for white women, although the white rate has been increasing faster than the rate for blacks in recent years. The rate for black women in 1986 was 80.9 births per 1,000 unmarried women, compared to 23.2 per 1,000 white women. Two out of every three black children are born out of wedlock today, and one our of every five white children. Every month, 73,206 American children are born out of wedlock.
("101 Key Statistics on Work and Family for the 1990's", *Bureau of National Affairs*, September , 1989)

7. Female-headed families are more likely to experience poverty due to lower earnings of the family head and inadequate child support. In 1986, 51% of poor families were comprised of female-headed families.
("America's Families: Conditions, Trends, Hopes and Fears", *Family Information Services*, September, 1992, T & E-21)

8. Of all the risks children face, poverty and irresponsible parental role models bred by a welfare system that fosters dependency are arguably the most pernicious. Children today are America's poorest citizens. Some 13 million youngsters -- 2 million more than in 1980 -- live in households whose incomes fall below the poverty level. Kids reared by young and single parents are the worst off. 3/4 of children of single parents will live in poverty during at least part of the crucial ten years of their lives.
("Struggling to Save Our Kids", Fortune, August 10, 1992)

9. Of the 36 million Americans without health insurance, children constitute 28%. 2/3 of uninsured children live in families where at least one person was employed throughout 1990.
("America's Families: Conditions, Trends, Hopes and Fears", Family Information Services, September, 1992, T & E-21)

10. Estimates in 1987 for raising a child from birth to age 18 ranged from $95,867 in the Midwest to $106,687 in the West for urban families; for rural families the expenditures ranged from $89,278 in the Midwest to $111,439 in the West.
("Financial Management", Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p 103)

11. Every day, 25% of women giving birth, 2,900 in all, will have received no prenatal care in the first trimester of their pregnancies. And 25% of that group will have had late care or none at all. Their babies are far more likely to be under normal weight, to have learning disabilities, and to die in their first year of life than children who have had prenatal care.
("Struggling to Save Our Kids", Fortune, August 10, 1992)

12. Saving newborns exposed to drugs cost $504 million last year (1991).
("Struggling to Save Our Kids", Fortune, August 10, 1993)

13. 70% of mothers with school-age children are employed.

14. Approximately 1 in 12 children between the ages of 5 and 12 currently care for themselves before or after school while their parents work. Nationally, it is estimated that 3.4 million children between 5 and 12 (12% of the total) are in self-care. Figures are higher for older children. Figures are also higher for children in higher income, more highly educated families.
("Self-Care by Children: Issues and Trends", Family Information Services, November, 1990. FE-53 to 61)

15. Most working mothers report working out of economic need. This situation, coupled with the lack of school-age child care, its high cost even when available, and the tendency of older children to prefer arrangements with more freedom, has resulted in significant numbers of families turning to self-care.
("Self-Care by Children: Issues and Trends", Family Information Services, November, 1990, FI-53 to 61)

16. A study done in 1992 by the American Academy of Pediatrics showed that latchkey children were more socially isolated than other children since they were not allowed to play outside or have a friend visit their home as often. Also, the children in the care of older brothers or sisters ranked themselves lower in self-worth, social acceptance, and physical appearance. Latchkey kids are about twice as likely as supervised children to smoke, drink alcohol and use marijuana.
("Who's Minding America's Kids", Fortune, August 10, 1992)

17. Latchkey teenagers are twice as likely as children with adult supervision after school to use alcohol, marijuana and cigarettes. The findings held true regardless of the children's family background or income, or student academic performance or participation in extracurricular activities.
("101 Key Statistics on Work and Family for the 1990's", Bureau of National Affairs, September, 1989)

18. 80% of female employees will have babies at some time during their working careers. Approximately 8 million children spend 7 hours a day or more with a caregiver other than a parent.
("Child Care Concerns of Employed Parents", Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p. 139)

19. In 1993, 53.9% of mothers with children under age three were employed compared to 35% in 1975. In 1993, 57.9% of mothers with children under age six were employed. 75.4% of mothers with school age children were employed. In Kansas, the statistics are very similar to the national statistics. In 1990, 59.4% of Kansas children under age six had parents who were both working or one parent working in a single parent family.
("Marital and Family Characteristics of the Labor Force from the March 1993 Current Population Survey," U.S. Department of Labor Bureau of Labor Statistics, October, 1993.)

20. As of 1985, more than 1 out of 6 working mothers with children under 14 held an evening or night job or a rotating shift. The same was true for 1 out of every 5 working fathers. As a result, 1 out of every 6 two-income couples with children under 6 had work hours that did not overlap at all. In virtually all of these families, Dad watches the children for some or all of the hours that Mom works. With the economy continuing to require more shift and weekend work, split-shift parenting is emerging as the work/family solution of the 1990's. It is redefining the rules for employers and marketers alike. Service businesses are the fastest growing employers in our economy, and they require the most shift and weekend labor.
("Split-Shift Parenting", Family Information Services, March, 1991, T&E-8)

21. Most formal day-care programs end by 6:00 p.m. and are closed on weekends. Finding care at other times means relying on friends and relatives, and these are getting harder to find. In 1965, relatives provided 3/4 of all care to preschool aged children whose mothers worked. By 1985, that number had dropped to 1/2. This drop was entirely due to a decline in the number of available female relatives. The proportion of preschoolers cared for by their fathers while their mothers work has remained nearly 15% over the past two decades.

Grandmother, historically a parent's first choice as an alternative provider, may find her time is split. In 1984, 1/3 of grandmothers who cared for their children while the mothers worked were themselves employed.
("Split-Shift Parenting", Family Information Services, March, 1991, T&E-8)

22. Every month American working families with children pay an average $286 for day care for one child. That amounts to about 40% of the pre-tax earnings of a parent employed full time at minimum wage. As an average family, 6% of income goes to pay for child care for one child.
("Families and Poverty: Children, Youth and Family Trendfacts", Family Information Services, January, 1991, T&E-2)

23. 1/10 of couples take care of their children by working different shifts without overlap time. When parents choose this option, they must be aware of the difficulty or the stress placed on each person to get home promptly, the fatigue they feel when they arrive home, the effect on job performance, or the effect on their employer's attitude if the parent feels it is necessary to leave work on time and working overtime is not feasible.
("Child Care Concerns of Employed Parents", Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p 143)

24. Parents miss 8 to 12 days of work a year on the average because of sick children.
("Child Care Concerns of Employed Parents", Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p. 144)

25. It is important to secure a living wage and decent working conditions for child care providers and teachers to attract a skilled and stable child care work force. In 1988, the average salary for teachers and assistant teachers in child care facilities was $5.35 per hour. The turnover rate was 40%. This is critical information because in the same centers in this study with the highest turnover, also produced child outcomes consistent with a lack of sufficiently effective teaching: deficient language development, apathy and poor social skills. Other research has shown that although child care teachers are unusually high in their commitment to their jobs, compensation levels indirectly influence effective teaching by hampering the recruitment of individuals who, or could become, highly educated and trained.
("Behind Every Working Parent is an Underpaid Child Care Worker", Family Information Services, March, 1993, T&E-8)

26. Child care often is not recognized as a family issue. Policymakers seem afraid to make policies or authorize funding for programs to assist and support families for fear they will be accused of interfering with families. Federal expenditures for child care are less than they were 10 years ago.
("Child Care Concerns of Employed Parents", Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p. 149)

27. Many other industrialized nations have time off for new mothers -- it is guaranteed by law.

	Maximum wks. allowed	% of salary replaced
Sweden	51	90%
France	16 to 38	84%
Italy	20	80%
Britain	18	90%
Canada	15	60%
Germany	14	100%
Japan	14	60%
Netherlands	7	100%
United States	12	None

("Who's Minding America's Kids", Fortune, August 10, 1992)

28. The traditional role of grandparents has changed for some families during the past 15 years. Changes in family structure and the economy, coupled with the lack of good quality, affordable day care, have caused many grandmothers to share the role of primary care provider with the grandchild's parent or parents. Approximately 19% of children under age five are cared for by a grandparent. That care often includes seven caring functions of the grandmother: managing, caretaking, coaching, assessing, nurturing, assigning and patrolling. The involvement ranges from total responsibility to minimal back-up support for the parent.
("When Grandmothers Take Care of Grandchildren," MCN, Grace Carlson, July/August, 1993.)

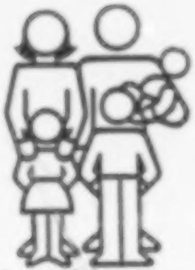
Positive Parenting and Child Care

Positive Parenting -- The positive interaction between a parent/other adult and a child that enhances the child's development and ensures the best possible future for the child.

The three major roles of positive parenting and child care include:

- * protector
- * caregiver
- * teacher

Characteristics of Successful Parents



1. Have an innately high energy level.
2. Are at least 25 years of age.
3. Like to hold infants and small children.
4. Allow children to progress at their rate rather than pushing them.
5. Understand the compelling nature of children's play.
6. Deal forcefully with the "bratty" behavior of children ages 6 to 12.
7. Are concerned about the popularity and peer-group acceptance of their children.
8. Communicate through talk rather than action with teenagers.
9. Are needed by someone or something other than their children.
10. Have low ego needs and are willing to accept a child for whatever he or she might become.
11. Like and enjoy other children as well as their own.
12. Do not count on having a physically perfect child.
13. Assume that they will not be able to go out as much after the birth of their children.
14. Make many recreational choices with their children in mind.
15. Plan many social activities in conjunction with parents of their children's friends.
16. Agree with the spouse on issues relating to parents and child-raising.
17. Have the same desire as the spouse for a child.
18. Have a realistic advance assessment of the adjustment needed after the birth of a child.
19. Do not expect their children to support them when they are old.
20. Tend to be nurturers.
21. Frequently have other people on their minds.
22. Are apt to be tactile "touching" people.
23. View teaching courtesy and kindness as important as teaching the alphabet and reading skills.
24. Believe that teaching occurs when a child is ready to learn, even if it is inconvenient.
25. Are willing to admit they are wrong.
26. Are consistent in their personal behavior.
27. Demonstrate self-discipline.
28. Do not worry about being liked.
29. Are good managers.
30. Have tolerance for repetitious and routine activities.
31. Are able to defer personal gratification.
32. Have a high tolerance for frustration.
33. Do not place time and money at the top of a personal priority list.
34. Do not separate their children's needs from needs of other children.
35. Are flexible about their own lives.
36. Indicate a tolerance for diversity of ideas.
37. Have interests outside the home.
38. Seem content with the present.

Adapted from E. Peck & W. Granzig. The Parent Test. New York: G. P. Putnam's Sons, 1978.

Caring For the Children

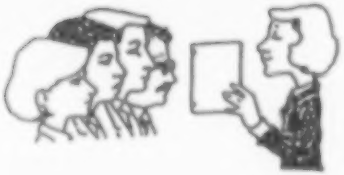
Read

Read the background information

Write

Write out 5 important points/concerns/ issues from your reading

Share



Share your important points in your cooperative learning group

Compare

Compare your important points and discuss

Compare lists of successful parent characteristics

Child Care Responsibilities I 25
TLI # 5 / Transparency

Many couples just expect they will have children after they marry. They let nature take its course giving little thought to whether or not they SHOULD have children! Then after the "blessed event" these couples find themselves ill-prepared to cope with the demands of parenthood. In order to forestall problems in your relationship, respond to the following statements and then share your responses.

1. After marriage I plan to have children:
   a. yes b. no c. undecided

2. I would like to have____ children.
   a. 1 b. 2 c. 3 d. 4
   e. 5 or more

3. I would like to wait ___ before having children.
   a. a few months b. a year c. 1 to 2 years d. 3-5 years
   e. 6-10 years f. forever

4. A couple should wait till they can afford to have children.
   a. agree b. disagree c. undecided

5. A father should be present at the birth of a child.
   a. agree b. disagree c. undecided

6. I feel that ___ should be responsible for birth control.
   a. he b. she c. both

7. If we should have only girls, or only boys, my feelings would be:
   a. positive b. negative c. mixed d. undecided

8. A father should be ___ involved in baby care.
   a. very b. moderately c. slightly d. not

9. The responsibility for disciplining children should lie with the:
   a. father mostly b. mother mostly c. both equally
   d. whoever is with the child

10. Children should be left with child care providers:
    a. frequently b. occasionally c. whenever necessary

11. If my spouse disciplined the children incorrectly or unfairly, I would...
    a. remain silent but bring it up later
    b. speak up at the time
    c. protect the children at all costs
    d. let it go
    e. other ____________________

12. In my opinion, discipline should be...
    a. very strict
    b. moderately strict
    c. slightly strict
    d. relaxed
    e. other

13. A husband and wife should care for each other more than their children
    a. agree b. disagree c. undecided

14. If we should discover we were unable to have children, I would...
    a. wish to remain childless
    b. wish to adopt
    c. search for some way to parent
    d. other

Source: Family Information Services, Nancy VanPelt, May, 1992

Are You Ready For Children?

Here's a quick and easy method of assessing readiness for parenthood. Circle the response that most closely corresponds to your true feelings about each statement. Score as follows:

1. Definitely yes
2. Probably yes
3. Unsure
4. Probably not
5. Definitely not

Circle One

1 2 3 4 5 1. I enjoyed babysitting as a teenager.

1 2 3 4 5 2. I enjoy children of all ages.

1 2 3 4 5 3. I believe there is a time for children to be listened to but there is also a time for children to be seen and not heard.

1 2 3 4 5 4. When children are present in a room they gravitate to me or show that they like me.

1 2 3 4 5 5. I often pause to admire infants or talk with small children.

1 2 3 4 5 6. I enjoy holding infants and small children.

1 2 3 4 5 7. I could handle the task of infant care even if my partner refused to assist or share tasks with me.

1 2 3 4 5 8. Even though I might be awakened during the night by infant crying, I am confident I could handle the additional stress.

1 2 3 4 5 9. I enjoy infant-care tasks such as diapering, bathing, feeding, dressing and burping.

1 2 3 4 5 10. I enjoy toddler-care tasks such as bathing, toilet training, correcting, teaching rules as well as answering questions and teaching numbers and colors.

1 2 3 4 5 11. I am capable of loving a child even when the child's behavior is not lovable.

1 2 3 4 5 12. I am prepared to accept either a male or female child and do not have my heart set on either a boy or girl.

1 2 3 4 5 13. I am prepared to accept my child's appearance regardless of who he might look like.

1 2 3 4 5 14. I could handle admirably the disappointment of a daughter with only average or less than average physical beauty.

1 2 3 4 5 15. I could handle admirably the disappointment of a son who was short of stature and not of a strong masculine build.

1 2 3 4 5 16. I am mature enough to handle accepting a child only "average" in school and other capabilities.

1 2 3 4 5 17. Our present neighborhood is suitable for children since it includes quality schools, nearby playgrounds, and good playmates.

1 2 3 4 5 18. Our home is furnished suitably for a child with no rooms having to be "off limits" to children.

Child Care Responsibilities I 30

1 2 3 4 5 19. Our present home is adequate in size and space for children.

1 2 3 4 5 20. Our income is adequate to cover the additional expenses involved in feeding, clothing, and educating a child.

1 2 3 4 5 21. We have worked out the major difficulties and sources of marital conflict and consider our marital satisfaction at a higher than average level.

1 2 3 4 5 22. I am mature enough to handle it should I have to give up an evening out with friends to care for a sick child.

1 2 3 4 5 23. I possess enough energy to add the stresses of parenthood to my existing pressures.

1 2 3 4 5 24. I have been independent from my mother and father and other relatives for at least two years.

1 2 3 4 5 25. I have been married for at least two years before having children.

1 2 3 4 5 26. I recognize that bringing a child into the world will forever change the pattern and dimension of my life.

1 2 3 4 5 27. I am sure I am ready to assume the responsibility of parenthood.

1 2 3 4 5 28. I have had the opportunity to travel and live a little before having children so that later I will not look back and say, "If only we had waited..."

1 2 3 4 5 29. I believe parenthood should be a choice not just engaged in because everyone else is doing it.

1 2 3 4 5 30. I recognize that children will take time away from my spouse and and we are both prepared to deal with it.

Source: Family Information Services, Nancy VanPelt, May, 1992.

Raising Children -- Role Questionnaire

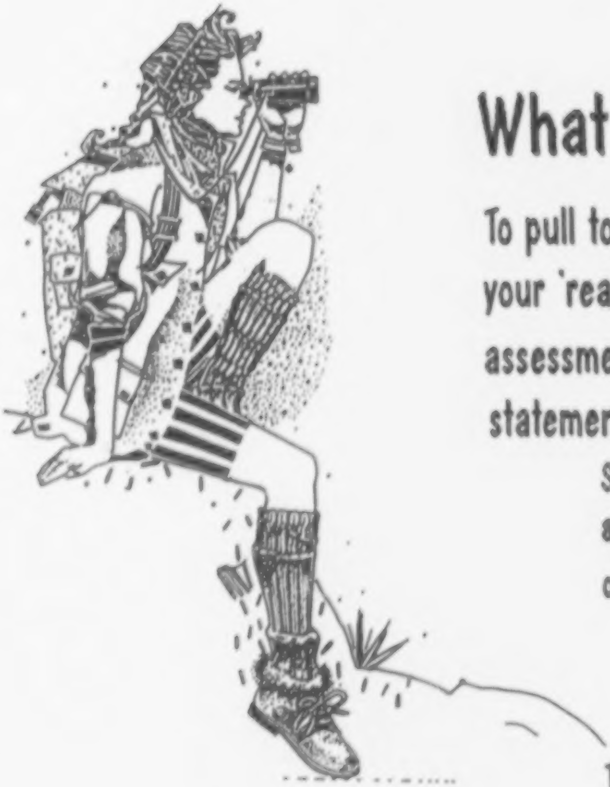
Directions: Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M=Mother F=Father B=Both N=Neither

Own Family		Future Family
M F B N	1. Decide when to have a child.	M F B N
M F B N	2. Decide on method of delivery.	M F B N
M F B N	3. Feed newborn baby.	M F B N
M F B N	4. Change diapers.	M F B N
M F B N	5. Do laundry for child(ren).	M F B N
M F B N	6. Feed other baby.	M F B N
M F B N	7. Put the child(ren) to bed.	M F B N
M F B N	8. Give child(ren) bath.	M F B N
M F B N	9. Decide where child(ren) should go to school.	M F B N
M F B N	10. Discipline child who is misbehaving.	M F B N
M F B N	11. Establish behavior standards.	M F B N
M F B N	12. Teach child to talk.	M F B N
M F B N	13. Toilet train child.	M F B N
M F B N	14. Purchase clothing for preschool child.	M F B N
M F B N	15. Purchase clothing for elementary child.	M F B N
M F B N	16. See that child(ren) are well nourished.	M F B N
M F B N	17. Arrange for a babysitter.	M F B N
M F B N	18. Take children on outings.	M F B N
M F B N	19. Make sure child does homework.	M F B N
M F B N	20. Get to know child's friends.	M F B N
M F B N	21. Participate in activities such as scouts.	M F B N
M F B N	22. Explain about sex to a girl.	M F B N
M F B N	23. Explain about sex to a boy.	M F B N
M F B N	24. Arrange for lessons such as swimming, music, etc.	M F B N
M F B N	25. Read bedtime stories.	M F B N
M F B N	26. Establish child's household responsibilities.	M F B N
M F B N	27. Establish allowance for child.	M F B N
M F B N	28. Give allowance to child.	M F B N
M F B N	29. Read books about parent education.	M F B N

M F B N	30. Attend parent education courses.	M F B N
M F B N	31. Care for sick child.	M F B N
M F B N	32. Get up if a child needs someone in the night.	M F B N
M F B N	33. Arrange for health care of the child.	M F B N
M F B N	34. Set family rules.	M F B N
M F B N	35. Evaluate when counseling might be needed.	M F B N
M F B N	36. Attend parent/teacher conferences.	M F B N
M F B N	37. Decide what to do when child gets in trouble.	M F B N
M F B N	38. Teach child about religion.	M F B N
M F B N	39. Provide for the support of the child.	M F B N
M F B N	40. Supervise child's TV watching.	M F B N

Source: Adapted from Tips and Topics in Home Economics. (1978) No. 3, p. 7



What's It Mean To Me?

To pull together the information from your 'readiness for parenthood' assessments, complete the following statements:

Some things I'd never really thought about before regarding parenting or child care are...

The area/areas that surprised me were...

This was a surprise because...

I was already aware that...

My readiness for parenthood...

The implications for me as a result of these findings regarding parenting readiness are...

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- ✓C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Child Care Choices

Background Information

Child Care Decisions

Child care is not a new issue. What has become apparent over the last few years is how important the quality of care is. For working parents, child care decisions are of major importance and have many ramifications.

When parents decide that child care is required, they need to assess the availability of child care services and attempt to match services with their needs. Parents need to determine the monetary costs and assess the social, emotional, educational and physical climate of various choices. Flexibility is often the key to providing appropriate child care. It may even require several types of child care to provide for the child's and parents' needs. If child care cannot be found that meet the needs parents believe are important, they may need to alter their plans. One of the parents may decide not to be employed, to work part-time, or to change to a job that has more appropriate hours, expectations or location. Single parents obviously have fewer options if they cannot find satisfactory child care because there is not a second parent or a second income to rely on.

The demand for grandmothers to provide child care is increasing. If grandmothers are employed, they must consider how many hours of child care are needed, how important their own job is to them, their feelings about the parents' job, and both their own and the parents' financial situations. Even though parents are considered the ideal caregivers for children under three years, when parents are not available, grandmothers or other relatives are preferred. (K.O. Mason, "Among Mothers of Preschool Aged Children," Journal of Marriage and Family, 1989, 51, 563-603.)

When parents set out to find a supplemental care giver for their children, there are three main considerations: accessibility, affordability, and reliability. It is much better for the parents if the care giver is accessible -- close to both home and job site or able to come to their home. Affordability simply means that child care must fit the budget. Families with limited incomes have little choice except to take what is available at the cost they can afford, and often that is not entirely to their liking. The third consideration is reliability. Parents want to be sure their children will be safe, secure and happy. The reliability factor is measured differently by each individual.

Effects of Employment on Children

The birth of a child is a developmental transition for individuals and the family unit which can have a dramatic impact on career goals, values and attitudes. Many families suffer a great deal of uncertainty about how to evaluate the seemingly conflicting needs of an infant with the needs for additional income, career development and self-esteem.

Decisions about returning to work outside the home after the birth of a child are never easy. The choice is especially perplexing due to the mixed messages expectant and new parents receive from family, friends, and child and family professionals. While it is generally viewed as appropriate for a mother with school-aged children to be employed, attitudes about employment of mothers with infants are often hostile.

As women entered the labor force in greater numbers in the 1960's and 1970's researchers began to explore the impact of maternal employment on children. For years, researchers compared children of at-home moms to employed mothers. Reviews of this type of research have found very few significant differences between the two groups of children. While much attention has been given to the impact of maternal employment on infant development, the impact of fathers' employment status has been virtually ignored. In 1987, a group of sixteen experts met to discuss the current state of the research and to provide some type of guidance to anxious parents. After much discussion and debate the group agreed on the following statement:

"When parents have choices about selection and utilization of supplementary care for their infants and toddlers and have access to stable child-care arrangements featuring skilled, sensitive and motivated care-givers, there is every reason to believe that both children and families will thrive." (National Center for Clinical Infant Programs, 1987.)

Many experts are currently suggesting that the question on maternal employment is not the simplistic question of employment versus nonemployment. Rather, the determinants of the well-being of infants and their parents involves more complex factors, which vary among families.

A review of the research points to five factors that make the greatest difference in a family's well-being during this stage in the life cycle.

1. Mother's Attitude Toward Employment

Several researchers have found that women whose employment status reflects their attitudes about the importance of exclusive maternal care and employment have a more positive experience of motherhood than women who are not acting in a manner that is in agreement with their attitudes. A woman who is employed and wants to be employed has a better experience of motherhood than a woman who is employed and would rather be at home full time. Conversely, a woman who is at home full time, and wants to be, has a better experience of motherhood than a woman who is at home and would prefer being employed.

2. Father's Support of Mother's Employment Situation

Spousal support is very important during this period of very intense time demands. Parents who make decisions that recognize and take into consideration the needs of all family members experience less stress than families where little communication and support exist.

3. Work Carry-over

Our daily work experiences can result in both positive and negative influences in our ability to meet our children's needs. Fulfilled, energetic parents pull from that reserve to respond to their child, while stressed, tense, exhausted parents have a more difficult time responding to their child in constructive ways.

4. Other Stressful Events

Family problems and stressful events are likely to impact an infant if they interfere with parents' abilities to provide consistent loving care. Good communication and problem solving skills and strong support systems help negate the effects of stress.

5. The Quality of Child Care

Infants have specific requirements that need to be met to insure their happy, and healthy development. These requirements include consistent care by a person who respects their individuality, is responsive to their needs, insures their safety and interacts in ways that enhance their development.

Child Care Options

Though quality affordable child care seems difficult to obtain, there are really quite a few options available to working parents. Below is a list of options with a short description.

1. **In-home Private Care** - Bringing a "mother substitute" into your home to care for your children during the normal working hours of the family.
2. **Out-of-home Day Care** - Selecting a child care provider to take your children to every day, usually in the provider's home.
3. **Shared Caring** - Two or more families who need in-home care pull their resources together to hire one quality person to meet their child care needs. Switching homes is done on a quarterly basis for the benefit of the children and the wear and tear of the home. Non-resident child brings his own food, washcloths and diapers. Host family can provide other items of need on their turn.
4. **Split-Shift Parenting** - One parent has an evening or night job while the other parent has a day time job. Their work hours do not overlap at all and one parent cares for the child while the other works and vice versa. A few hours of supplemental care may need to be provided by an outside provider if the parents' work hours overlap.
5. **Live-in Attendants** -
   Nanny - Trained nurse-maid; must be provided with room and board as well as a salary which could be as much as $45,000 a year. Some housework may be included in the job description.
   Au Pairs - This is a young European man or woman who has been issued a special year visa in order to work and study in the United States. This young person must be 18 to 25 years old and must have child care experience, a secondary school education and fluency in English.
   Family Relative - An extended family member lives with you and has the responsibility of child care. You pay them for their services and they in return pay you for room and board.
6. **Group Child Care Centers** - You as the parent would transport your children to a place of business whose service is child care. These businesses usually operate during normal hours and may have many different shifts available. These centers are usually state licensed for the purpose of child care.
7. **After-school Programs** - These programs usually take place on the school premises before and after school. They are led by recreation centers of the community, teachers in the school or other sources. They may have study blocks for children who need help or it may be strictly a play group for children.
8. **Head Start** - This is a federally funded program for the preschool child of families with limited incomes, based on the philosophy that: 1.) a child can benefit most from a comprehensive interdisciplinary approach to his or her developmental needs; 2.) the parent is the primary educator of the child, and parent involvement is necessary for maximum benefit, and 3.) the child's entire family, as well as community, must be involved in planning for the child's needs. There are full-day, half-day, and home-based versions of the Head Start programs to suit different family needs.
9. **Children in Self Care** - These are children who come home to an empty house and are expected to care for themselves and possibly other siblings as well. They may have responsibilities that need to be taken care of before parents return home from work. They may have a neighbor who checks in on them.

Checking Out the Child Care Options

Being a new parent brings about much anxiety. Being a new parent with a career brings on even more. Child-care is the next issue you will need to resolve. You are aware of your options and the possibilities at work. It's decision time. Who do you choose? Where do you start? Here are some step-by-step suggestions.

1. **Recommendations/Referrals**
   Ask everyone you know. Someone out there is having a positive child-care experience; find out who it is. Good recommendations can come from the most unexpected sources. Ask the store clerk, work associates, local church groups. You can also research your community options on your own, i.e., the yellow pages.

2. **Research Your Community Options**
   - Newspaper advertisements; look under "Child Care", "Babysitter", "Domestic", "Household Worker", "Au Pair", "Housekeeper", "Room Exchange", "Companion"
   - Employment agencies; ask about domestic workers
   - Religious organizations
   - Senior citizen centers
   - Women's organizations
   - Directory of community agencies (yellow pages or library) nurses, teachers, and paraprofessional workers)
   - Local state employment agency: place a "position available" notice

3. **Phone Interviews**
   This is an important step because it can save you time and money. Parents should make a list of questions that are of utmost importance to them and use the answers as a guide to decide whether a personal interview is needed. Among some of the most pressing issues to consider are the following:
   - Is the provider licensed?
   - Is there room for your child now?
   - Are the day care operation hours compatible with the parent's work schedule?
   - Can the parent afford the cost?

   When a provider meets the initial requirements, the parent is ready to move to the next step.

4. **References**
   Following through on references can also save you a lot of time and money. Ask the providers that have satisfied your initial requirements for three to five references. Make a tentative appointment with them for a one on one interview, allowing enough time between phone interview and personal interview for you to check the references. This is an important step. Not always do the references have the same opinion as the provider thinks. If the reference calls end up negative, you simply call the provider and cancel your appointment. If the references end up positive, you are on your way to the next step.

   Script for Checking References

   "Hello, Mr./Ms. X gave me your name as a reference. When would be a convenient time for you to answer a few questions?

   "I'm primarily interested in how well Mr./Ms. X deals with children.

Could you describe how he/she treated your children? What did they do together?"

"I'm concerned about reliability and dependability. Could you describe Mr./Ms. X in that regard?"

"Could you describe your working relationship/friendship?"

"Is there anything you feel I should know about him/her?"

"I really want this to work out, and you have experience dealing with this person. Is there any advice you could give me to get along well with him/her?"

"Is there anything about this person that you consider a liability?"

"What is the most special asset this person has?"

"Why isn't he/she working for you any longer?"

Then ask about whatever specifics are important to you, such as honesty, safety, and personal habits.

Most people will answer fairly honestly, but they won't come out directly and say something negative. If your listening skills are carefully tuned, you'll learn a great deal about this candidate by listening between the lines.

5. **Personal Interview**

This is where you can elaborate on the question list. Whether it is an interview in your own home or at another, your basic concerns will be the same. The concerns you have for a child care might vary to include areas such as legality and age and personality of other children. The questions should be prepared before the time of the interview . Write them down in a note book so you will not forget your concerns. Do not be embarrassed or apologetic for your questions. You, as a perspective client, have the right to feel at peace with the child care decision you make. It would probably be beneficial if you could take a spouse and/or the child with you on the interview. This will give you another adult perspective and let you see your child's reaction to the provider and vice-versa.

Interviewing at Any Group Care Facility or Family Day Care Home

* How do you describe your own and your program's philosophy?
* What is the attitude toward discipline?
* How do you handle all the "what if's"?
    What if my child hit another?
    What if my child cried for a long time?
    What if my child is sick?
* Are you licensed? What standards do you meet?
    What must you do to get the license?
    What safety precautions do you take?
* Are unannounced parental visits welcome?
    (It is important to be able to drop in unannounced. Directors might suggest that it disrupts the children, but your children have become -- or will soon become -- used to your arrival and departure.)
* Can you tell me about the credentials and training of the staff?
    What training is necessary?
    How many staff members were educated to work with children?
    What are the criteria for hiring staff members?
* How do you check the moral and ethical character of members?
    Do you check references? Criminal records?
    In addition to the teaching staff, who else works in the facility?
    How are they screened.

* Does your staff meet to discuss programs, children, and problems? How often?
* What are my responsibilities with your program?
* Would you give me the names of three parents whose children are in your program with whom I could discuss it further?
* What precautions are taken to make sure a child is released to the proper adult?

6. Making the Decision

After selecting a few choices that you feel are most appropriate for your child's and your situation, schedule visits at each site with your child. Use your time at the site to observe your child and to interact with your child and the other children in a natural way. This is not a time to be questioning the adults, but rather to watch a sample of the daily pace, activity and interaction, to decide if you are comfortable with this setting and to see your child observing and beginning to show interest in some of the activities. If you liked the first setting the best, but your child seemed to get most involved in the third one, go back to the first one again -- it may be that by the third site visit your child got the hang of this visiting process and was ready to try things out. You may then be able to decide if the difference in your child's reaction to different settings was related primarily to:

1. his/her increased comfort in visiting sites.
2. the skill of the adults in appealing to and involving the children.
3. some particular children that your child enjoyed.
4. the general attractiveness of the environment and the activities offered.

Checklist for Day Care Home or Center

THE PROVIDER

YES NO

___ ___ Is the provider warm, calm and friendly in dealing with both children and adults?

___ ___ Are positive methods of discipline used?

___ ___ Are simple, consistent limits of behavior set and maintained?

___ ___ Does the provider bend down to the child's level when talking to him?

___ ___ Are children comforted when they need it?

___ ___ Are different cultural values accepted and respected by the provider?

___ ___ Is the provider's family supportive of her work?

___ ___ Does the provider attend trainings related to child care?

___ ___ Have most staff members been employed here for at least a year?

___ ___ Are there enough adults to give adequate attention to each child throughout the day?

___ ___ Cooperate with parents' efforts to toilet train their toddler?

___ ___ Seem calm and gentle?

___ ___ Have a sense of humor?

___ ___ Seem to feel good about herself and her job?

YES NO

___ ___ Have child-rearing attitudes and methods that are similar to yours?

___ ___ Understand what children can and want to do at different stages of growth?

___ ___ Encourages children to express themselves in creative ways?

___ ___ Encourage good health habits?

___ ___ Spend time holding, playing with, talking to the babies?

___ ___ Provide stimulation by pointing out things to look at, touch, and listen to?

___ ___ Seem to have enough time to look after all the children in her care?

___ ___ Provide care you can count on?

___ ___ Appear rigid? sexist? impatient? energetic?

___ ___ Give children busy work to keep them quiet or do they work and play together?

HEALTH AND ENVIRONMENT

YES NO

___ ___ What precautions are taken to assure children are released only to adults authorized by the parents?

___ ___ Is the setting bright, cheerful, comfortable, clean and orderly?

___ ___ Are the indoor and outdoor play areas safe from dangerous equipment, materials, and other items?

___ ___ Are poisons and medications locked up?

___ ___ Are plans for fire and severe weather posted and drills carried out regularly?

___ ___ Are there plans to follow in an emergency?

___ ___ Is there a large variety of books, art materials, blocks, toys, games, puzzles, etc.?

___ ___ Is there enough space indoors and out so all the children can move freely and safely?

___ ___ Are the restrooms adequate, accessible and clean?

___ ___ Is there a potty chair or special toilet seat in the bathroom?

___ ___ Will I be notified if my child will be off the center grounds?

___ ___ Are meals and snacks appropriate and nutritious?

___ ___ Do children brush their teeth and wash their hands regularly?

___ ___ Are children with contagious diseases excluded from care?

___ ___ Do staff wash their hands regularly?

___ ___ If the Center/Preschool transports children, are there individual seat belts for each child and car seats or boosters for children under 4?

___ ___ Does the Center provide transportation to and from school?

YES NO

___ ___ Are the furniture, equipment and materials suitable for the ages of the children? Are they safe and in good condition?

___ ___ Is there a safe and clean space for changing diapers?

___ ___ Does the Center handle diapering and feeding in a sanitary manner?

___ ___ Is the setting "childproof" so your baby can crawl or walk safely and freely?

___ ___ Is there an outdoor area that is safe, fenced, and free of litter?

PROGRAM

YES NO

___ ___ Is the day structured to include varied activities which challenge thinking, stimulate creativity and develops physical and social skills?

___ ___ Is there adequate space and materials for both active and quiet play?

___ ___ Does the provider talk to the children, read aloud to them and answer their questions?

___ ___ Is the amount and content of television children watch limited?

___ ___ Does the Center have established educational goals?

___ ___ Are activities planned with these goals in mind?

___ ___ Does the Center staff evaluate itself regularly?

___ ___ Do children have opportunities to choose activities of:
    ___ Active and quiet times?
    ___ Indoor and outdoor play?
    ___ Group and individual activities?
    ___ Adequate rest time?

___ ___ Is a child's readiness considered for activities?

___ ___ Are there activities which stimulate:
    ___ Intellectual development?
    ___ Physical and muscle development?
    ___ Language development?
    ___ Creativity - art - music?

___ ___ Is the child's social and emotional development encouraged?
    ___ Are simple, consistent limits of behavior set and maintained?
    ___ Do teachers assist children in problem solving?

___ ___ Are there opportunities. . .
    ___ To play quietly and actively, indoors and out?
    ___ To follow a schedule that meets young children's need for routine, but that is flexible enough to meet the needs of each child?
    ___ That help children learn new physical skills and control and exercise their muscles?
    ___ To learn to get along, to share and to respect themselves and others?
    ___ To crawl and explore safely?

___ To play with objects and toys that help infants to develop their senses of touch, sight and hearing?
___ To take part in a variety of activities that are suited to toddlers' short attention span?
___ To play alone at times and with friends at other times?
___ Provide activities that encourage children to think things through?

PARENT INVOLVEMENT

YES NO

___ ___ Are parents free to visit at any time?

___ ___ Does the provider take time to talk to parents and make them feel welcome?

___ ___ Do parents get regular feedback on children's behavior?

___ ___ Does the provider seem supportive of mothers who work outside the home?

___ ___ Are there opportunities for parent participation?

In making your final decision, balance all these factors. If the skill of the adults involved seems to be an obvious factor, weigh that quite heavily and, in general, choose the setting where you feel the adults are most skillful in relating to the children. If you feel that all the settings are equal and your child did really seem to enjoy one more than the others, choose that one. Continue visiting until you feel ready to make a definite decision. In the process of ultimately leaving your child in that setting, you need the psychological reassurance that this careful choice process will give you. You will know that you were comfortable with the setting and so was your child and that any discomfort you go through as you begin regular use of child care is related to the process of change itself, and not the child care arrangement.

It is wise to spend a lot of time on the choice and even observe the site at different times of the day to make sure you are happy with it. The reason for this effort is that what is difficult for children is change. You need to find stability in the midst of change. Your going to work is one change for your child, the child adjusting to child care is another. You want to avoid making your child's and your life more difficult by trying one setting for a week and then changing to another. Every change is hard on a child and requires a period of adjustment. Children can and do adjust to change, but they need time to find that stability amidst those changes. Frequent, or too many, changes at a time make that process much more difficult and can cause some children to experience psychological problems.

Get the Business Things Straight

When making day care plans, it is important to discuss hours, money, illness and vacations.

MONEY

* How much will be charged?

* What does the fee cover? Are there extras? What about when your child is ill?

* When is the fee to be paid? In advance - weekly - monthly?

* Whom do you pay?

* Is there a discount for a second child?

* Your concerns:

ILLNESS

* What is the policy about illness?

* When may your child return after an illness?

* Will medicine be given with your or a doctor's consent?

* If your child has a special need, condition, allergy. . . can special diets or programs be followed?

* Your concerns:

VACATIONS

* Will a place be held for your child while you're gone?

* What about fees when you take your vacation?

* If you plan to take the whole summer off, will your child have a place in the fall?

* Does the center or home close for a vacation?

* Your concerns:

HOURS

* What time do things get started in the morning?

* Is there a set time that you must come in the afternoon or evening?

* If you have to work overtime or do your grocery shopping, etc., do special arrangements have to be made ahead of time? Is there an extra charge?

* Is it open during the summer? Before and after school?

* Your concerns:

Source: M. D. Burns, Balancing Work and Family; Unit V; Handout A13.

Kansas Child Care Regulations

DEFINITIONS

Day Care Home means the premises in which care is provided for a maximum of 10 children under 16 years of age, with a limited number of children under kindergarten age.

Group Day Care Home means the premises in which care is provided for a maximum of 12 children under 16 years of age, with a limited number of children under kindergarten age.

Child Care Center means a facility:

1. which provides care and educational activities for 13 or more children two weeks to 16 years of age for more than three hours and less than 24 hours per day including day time, evening, and nighttime care; or
2. which provides before and after school care for school-age children. A facility may have fewer than 13 children and be licensed as a center if the program and building meet child care center regulations.

Preschool means a facility:

1. which provides learning experiences for children who have not attained the age of eligibility to enter kindergarten;
2. which conducts sessions not exceeding three hours per session;
3. which does not enroll any child more than one session per day; and
4. which does not serve a meal.

REGULATIONS THAT APPLY TO DAY CARE HOMES, GROUP DAY CARE HOMES, CHILD CARE CENTERS, AND PRESCHOOLS

* All parents or guardians of enrolled children have access to the premises during all hours of operation.

* Each provider will develop a plan for parental visitation in cooperation with the legal custodian if different from the parent.

* Each provider will obtain a signed permission for each location to which children go off of the premises. The destination, time children leave the facility, adults responsible for the children, and estimated time of return will be posted in a place accessible to parents.

* Each provider will report the name, address, and birthdate of each person over 10 years of age who resides, works or regularly volunteers in the facility to the Kansas Department of Health and Environment for criminal history and child abuse history check.

* Each person caring for children must be 16 years or older, free from physical, mental or emotional handicaps as necessary to protect the health, safety and welfare of the children, and shall be qualified by temperament, emotional maturity, sound judgement, and an understanding of children.

* A working telephone will be on the premises and emergency telephone numbers for the police, fire department, ambulance, hospital, and poison control center will be posted next to the telephone.

* Each provider will have on file written permission of the parent for emergency medical treatment and the name, address and telephone number of a physician to be called in case of emergency.

- Providers will report immediately to the parent each illness or injury of a child which requires medical attention. Communicable diseases will be reported to the county health department by the next working day.

- Each provider will develop an emergency plan to provide for the safety of children and staff in emergencies such as fire, tornadoes, storms, floods and serious injury. The plan will be posted in a conspicuous place.

- A fire drill will be conducted monthly with time and date recorded. A tornado drill will be conducted monthly, April through September with time and date recorded.

- Each provider will have first-aid training.

- Below-ground swimming pools will be enclosed by a fence not less than 5 feet high. Above-ground swimming pools will be 4 feet high, or will be enclosed with a fence. Steps will be removed from the pool when the pool is not in use.

- A person with a life saving certificate or a person with training in CPR who can swim will be in attendance when children are using a pool.

- Water in wading pools will be emptied daily. Supervision of children using a wading pool is required at all times.

- When there is a facility owned/provider owned vehicle, the driver must be 18 years of age or older and hold a license. The vehicle will have a yearly mechanical safety check and will be covered by accident and liability insurance in the amount of not less than $100,000 for personal injury and death in any one accident, $300,000 for injury or death to two or more persons in any one accident; and $50,000 for loss to property of others.

- Emergency release forms and health assessment forms will be in the vehicle when children are transported. A first-aid kit will also be in the vehicle.

- Individual restraints in the vehicle for each child:
  a. an infant unable to sit up without support will be provided with an infant car carrier which faces the rear.
  b. a child able to sit up without support will be provided with one of the following restraints: 1.) a shield-type device; 2.) a car seat facing the front that is designed to hold a child weighing up to 40 pounds; or 3.) a safety harness.
  c. a child 4 years of age or older, or weighing 40 pounds or more, will have a lap belt. Shoulder straps will be used if they do not cross the child's neck or face.
  d. not more than one child will be restrained in each lap belt.

- When children are riding in the vehicle, all doors except the driver's side will be locked when the vehicle is in motion. Discipline will be maintained at all times. All parts of the child's body will remain inside the vehicle at all times. Children will neither enter nor exit the vehicle into a lane of traffic.

- Children under 10 shall not be left in a vehicle unattended by an adult. Smoking in the vehicle is prohibited.

- When animals, birds or fish are kept on the premises, the pet area will be maintained in a sanitary manner. No animal or bird will be in the kitchen while food is being prepared. Parents shall be notified whenever children have access to pets in the facility. Dogs and cats will have current immunizations.

- Discipline:
  a. There will be a written discipline policy indicating methods of guidance appropriate to the age of the children. Parents shall be informed of the policy,
  b. Prohibited punishment: punishment that is humiliating, frightening or physically harmful; corporal punishment such as spanking with the hand or any implement, slapping, swatting, pulling hair, yanking the arm, or any similar activity; verbal abuse, threats, or derogatory remarks about the child or the child's family; binding or tying to restrict movement or enclosing in a confined space such as a closet, locked room, box or similar cubicle; withholding or forcing foods; and placing substances which sting or burn on the child's mouth or other parts of the body.
- Each child's clothing or bedding will be changed whenever wet or soiled. Children under age 3 will have at least one set of extra clothing at the facility.
- Handwashing facilities will be in or readily accessible to the diaper-changing area. Providers will wash hands with soap and water after changing diapers or soiled clothing. Each child will be diapered in their own cribs or playpens, on a clean pad on the floor, or on a changing table. Changing tables will be equipped with a railing or safety strap, and children will not be left unattended on the table. Changing tables and pads will be sanitized after each use.
- Washable diapers or training pants will not be rinsed out. They shall be stored in a labeled covered container or plastic bag and returned home with the parents. Disposable diapers will be placed in a covered container or plastic bag which will be emptied daily, or more frequently as necessary for odor control.
- Potty chairs when used will be left in the toilet room. The wastes will be disposed of immediately in a flush toilet. The container will be sanitized after each use and will be washed with soap and water daily.

Day Care Home License Capacity

Maximum Number of Children Under 18 Months	Maximum Number of Children 18 Months to Kindergarten Age	Kindergarten Age to Age 11*	License Capacity
0	7	3	10
1	5	4	10
2	4	3	9
3	3	2	8

*Children kindergarten age and over may be substituted for younger children in the license capacity.

Group Day Care Home License Capacity

Age of Children Enrolled	License Capacity
2½ years to 11 years of Age	9
3 years to 11 years of Age	10
Kindergarten Age to 11 Years of Age	12

Maximum Number of Children Under 18 Months	Maximum Number of Children 18 Months to Kindergarten Age	Kindergarten Age to Age 11*	License Capacity
1	8	3	12
2	7	3	12
3	6	3	12
4	4	2	10

*A second person 16 years of age or older will be present when the number of children exceeds the maximum number allowed (see Day Care Home License Capacity). Children kindergarten age and over may be substituted for younger children in the license capacity.

Preschools and Child Care Centers License Capacity

Minimum staff/child ratio: The ratio between staff and children shall be determined by the age of children and type of service provided. The required staff/child ratio will not fall below the minimum level at any time.

Age of Children	Minimum Staff/ Child Ratio	Maximum Number of Children Per Unit
Infants (2 wks. to 12 mos.)	1 to 3	9
Infants to 6 years	1 to 4 (2 infants max.)	8 (4 infants max.)
Toddlers (12 mos. to 2½ yrs., if walking alone)	1 to 5	10
2 years to 3 years	1 to 7	14
2½ years to school age	1 to 10	20
3 years to school age	1 to 12	24
Kindergarten enrollees	1 to 14	28
School age	1 to 16	32

REGULATIONS FOR LICENSED DAY CARE HOMES AND GROUP DAY CARE HOMES

Each primary care provider in a **day care home** will, within 60 days following initial application for a license or employment, submit documentation that one of the following training requirements has been met:

1. Five sessions of observations, not less than 2½ consecutive hours per observation, in a licensed day care home, group day care home or child care center which has been in continuous operation for 3 or more years. Observations will be planned so that all daily activities can be observed;
2. a child development associate credential;
3. 15 hours of directed readings, videotapes or attendance at workshops or membership meetings on child care topics; or
4. employment for not less than three months in a licensed day care home, group day care home or child care center which has been in continuous operation for 3 or more years.

Each primary care provider in a **group day care home** shall, within 60 days following initial application for a license or employment, submit documentation that one of the following training requirements has been met:

1. six months' supervised employment in licensed facilities with children of the same age as enrolled in the group day care home;
2. five sessions of observations for not less than 2½ consecutive hours per session in a licensed group day care or child care center which has been in continuous operation for 3 or more years and 10 hours of directed readings, video tapes or attendance at workshops or membership meetings on child care topics;
3. a minimum of 3 semester hours of academic credit or equivalent training in child development, early childhood education and curriculum resources and supervised observation in high school or college or three months' work experience with children of the same age as enrolled in the group day care home;
4. a child development associate credential; or
5. the requirements for a program director of a child care center.

Prior to relicensure, each primary care provider in a **day care home** or **group day care home** shall provide documentation of:

1. five clock hours of in-service training which may include child care association membership meetings and annual conferences, extension homemaker programs or other programs on child care;
2. five hours of directed reading or video tapes on child care topics; or
3. current accreditation by the National Association for Family Day Care.

* Each home will have 25 square feet of available play space per child, and shall be so constructed, arranged and maintained as to provide adequately for the health and safety of children in care. The home shall:
  - be skirted and anchored if a mobile home;
  - have a 2A 10B:C fire extinguisher;
  - have a smoke alarm on each level of the home;
  - be reasonably clean and uncluttered;
  - have kitchen and outdoor trash and garbage in covered containers or in tied plastic bags;
  - have each electrical outlet covered when not in use;
  - have each stairway railed;
  - have each stairway guarded with gates;
  - have a readily available second means of escape from the first floor;
  - have each bathroom door able to be unlocked from both sides;
  - and be maintained at a temperature of not less than 65° F. and not more than 90° F. in the play area.

- * A basement or a second floor used for child care will be approved for fire safety by a fire inspector before use and annually thereafter.
- * A refrigerator will be available for the storage of perishable foods. Refrigerated medications will be in a locked box.
- * Hazardous items (household cleaning supplies, chemicals, medications, sharp instruments, cigarette lighters, etc.) shall be safely stored.
- * All guns will be in locked storage.
- * Outdoor play equipment is safely constructed, in good repair, placed in area free of hazards, anchored in the ground, and has approved surfaces underneath.
- * The outdoor play area will be fenced.
- * The provider will offer each child the opportunity to participate daily in activities which promote healthy growth and development. (Age-appropriate toys and play equipment, television programs, cleaned and sanitized toys, outdoor/indoor play, etc.)
- * Each child will have a daily, supervised rest period as needed, or a time for quiet play.
- * No person will smoke while providing direct physical care to children.
- * Each provider will serve nutritious meals as snacks. Sanitary methods of food handling and storage will be followed.
- * A file will be maintained for each child, which includes: name, address for nome and parents' work, emergency numbers, who is authorized to pick up the child, medical records, emergency care permission, etc.

REGULATIONS FOR LICENSED PRESCHOOLS AND DAY CARE CENTERS

- * Each facility will have a program director who is employed full time. If the facility is licensed for more than 60 children there will be a program director who has no other assigned responsibilities. The director will receive at least five clock-hours of approved in-service training annually. Teaching staff will receive at least 10 hours of approved in-service training annually.
- * Facilities licensed for not less than 13 and not more than 24 children will have a program director who meets the training requirements by one of the following options:
    1. 5 sessions of observation for not less than 2½ consecutive hours per observation in licensed preschools or child care centers. Child care center staff will plan their observations so that daily activities can be observed; and

       one year of teaching experience in licensed centers or preschools, or one year of supervised practicum in licensed centers or preschools.
    2. 7 to 9 semester hours of academic credit or equivalent training in child development or early childhood education; and

       three months teaching experience in licensed centers or preschools, or one year of supervised practicum in licensed centers or preschools.
    3. A child development associate credential.
- * The designated area for children's activities shall contain a minimum of 35 square feet of floor space per child, exclusive of kitchen, passageways, storage areas, and bathrooms.

- * The building will have two exits approved by a fire inspector. Second floors approved by a fire inspector may be used for children 2½ years or older.
- * All stairs will be railed and have landings or gates.
- * Electrical outlets will have receptacle covers; extension cords will not be used.
- * Medicines, household poisons and other dangerous substances and instruments will be in locked storage. Storage of firearms in any area used for children's activities is prohibited.
- * Accident insurance will be carried on children. Liability insurance will be carried by the center or preschool.
- * Records will be maintained for each staff person, which includes: record of education and experience; date of employment; a record of scheduled hours; in-service training, health certificates; and work references.
- * Programs will be conducted in self-contained units with staff and children designated for each unit. There will be a written program plan which includes daily learning experiences appropriate to the development level of the children. Experiences will be designed to develop:
  - self-esteem and positive self-image
  - social interaction skills
  - self-expression and communication skills
  - creative expression
  - large and small muscle skills
  - intellectual growth
- * The program schedule will be planned to provide a balance of active, quiet, individual and group activities.
- * Discipline policies will be written outlining methods of guidance appropriate to the ages of the children enrolled. This policy will be made available to the staff and parents.
- * Prohibited punishment: punishment which is humiliating, frightening or physically harmful to the child; corporal punishment; verbal abuse, threats or derogatory remarks about the child or the child's family; binding or tying to restrict movement, or enclosing in a confined space such as a closet, locked room, box or similar cubicle; and withholding or forcing foods.
- * A pre-entrance health assessment is required for each child. Immunizations will be current and a record will be kept in the child's file.
- * When a child is absent due to a communicable disease, staff shall inform parents of the nature of the illness and will be reported to the county health department.
- * Each staff member will be trained to observe symptoms of illness, neglect, and child abuse, and shall observe each child's physical condition daily. Any evidence of neglect or unusual injuries, including bruises, contusions, lacerations, and burns, will be noted on the child's record, and will be reported immediately to the person in charge of the facility. The person in charge of the facility will report immediately to the Kansas SRS, any evidence of suspected child abuse or neglect.

**Note: The regulations/information provided in this handout is not all inclusive. The purpose of this handout was to provide an overview of the licensing regulations. Complete information and documents may be obtained from the Kansas Department of Health and Environment.

Source: Regulations for Licensing Day Care Homes and Group Day Care Homes For Children, and Kansas Regulations For Licensing Preschools and Child Care Centers, Kansas Department of Health and Environment.

Family Day Care Agreement

Sign two copies of this agreement. The parent should have a copy and the provider should keep the second in the child's personal file.

Child's Name ________________ Birthdate ________ Age ______

Parents:

Mother ________________	Father ________________
Place of Employment ________________	Place of Employment ________________
Work Phone ________________	Work Phone ________________
Home Address ________________	Home Address ________________
Home Phone ________________	Home Phone ________________
Marital Status ________________	Marital Status ________________

Please list all members of the child's household including the ages of children:

____

PARENT RESPONSIBILITIES:

- *Bring and pick up the child at the times agreed upon. Call me in advance if your child will not be here or you will otherwise be unable to keep the agreed upon times.
- *Call if someone else is to pick up your child and make sure proper identification is available.
- *Have your child dressed and ready for play upon arrival.
- *Provide notarized emergency form and medical forms as required by the Health Department.
- *Make payment as agreed upon.
- *Maintain open communication with the provider and volunteer any information that might contribute to your child's growth.

PROVIDER RESPONSIBILITIES:

- *Maintain a current license or registration from the Kansas State Department of Health and to be in compliance with Health Department regulations required by same.
- *Provide consistent daily child care. In the event I cannot provide care ________
  ____
- *Other voluntary assurances (for example: meals, diapers, program etc.)
  ____
  ____

TERMINATION

This agreement may be terminated by either party with two weeks notice or equivalent tuition payment. Both parties reserve the right to terminate without notice if the other party is in substantial violation of the agreement and/or the safety or health of children is endangered.

BOTH parties agree to cooperate and work together on behalf of the child and accept this agreement as a binding contract.

Parent's Signatures ________________ ________________ ________________
Father Mother Date

Provider's Signature ________________________ Date ________________

FEES

Child's Name ______________________________

Hours in care ____________ Days in care ____________ Charge ____________

Child's Name ______________________________

Hours in care ____________ Days in care ____________ Charge ____________

Special situations: (Illness, overtime, vacation, deposit etc.) ____________

____

____

____

SICK CHILDREN

- *Health Department regulations prohibit a contagious child in group care. If a child becomes sick during the day, s/he will be isolated to prevent spreading germs. You will be notified and expected to pick up the child immediately. If a child exhibits symptoms which indicate a contagious condition the parent will be expected to get a doctor's statement that the child is not contagious and can return to care or keep the child out of care until 24 hours after the symptoms cease.
- *I can only give medication if I have written authorization including what is to be given, when, dosage and why the medication is needed. A prescription label is acceptable.

GENERAL INFORMATION

Please list two responsible relatives or friends who may be called if the parents cannot be reached:

Name ____________________ Relationship ____________________

Address ____________________ Day Phone ____________________

Name ____________________ Relationship ____________________

Address ____________________ Day Phone ____________________

Names of other persons authorized to remove child from my home: ____________

____

Family Physician ____________________ Phone ____________________

TRANSPORTATION

The parent must give written consent for each location to which a child is transported. This signed agreement is permission to transport to the following locations: ______________________________

The provider will always post the date and time of each outing before it occurs. If my child is to be taken other than the locations indicated above I will be asked to give written consent.

ADDITIONAL INFORMATION Please provide information on medical or developmental history or family circumstances which will help the provider care for this child. Use an additional sheet if necessary.

Child Care Costs

Providing care for small children can be expensive. Most parents want to provide the best care available. In order to do that, cost cutting measures often have to be made in other areas of the budget. Options for quality child care may be limited if the adult/adults in the family do not earn an adequate amount of income. Surveys indicate a public consensus that Americans need assistance with child care costs, but it is unclear who they believe should provide it, the government or individual employers.

* The average cost per year for child care is $3,500 per child -- $291 per month. That amounts to about 40% of the pre-tax earnings of a parent employed full time at minimum wage. For the average family, 6% of income goes to pay for child care costs. For low-income parents, child care costs averaged 22% of the monthly income. Child care is the fourth largest budget item for most working families, after food, housing, and taxes.
("Families and Poverty: Children, Youth and Family Trendfacts," Family Information Services, January, 1991, T&E-2.)

* When the mother is employed and the child is younger than age 3, the following child care arrangements were used (% of hours during the week): 32% none, 22% family day care, 21% relatives, 20% center, 3% in-home, and 1% other.

When the mother is employed and the child is ages 3 to 4, the following child care arrangements were used: 21% none, 17% family day care, 16% relatives, 43% center, 2% in-home, and 1% other.

When the mother is employed and the child is ages 5 to 12, the following child care arrangements were used: 44% none, 7% family day care, 25% relatives, 14% center, 3% in-home, and 7% other.
("Use of Supplemental Care by Age of Child," Family Information Services, November, 1991, T&E-24.)

* Private day care centers charge about $80 to $200 per child per week.
Child care in a family home costs about $40 to $70 per child per week. About 40% of families use this type of child care.
Having a full time child care provider in the home costs from $120 to $250 per week.
(A Lesser Life, Hewlett, pp. 119-124.)

* Many industrialized nations have time off for new mothers. In these nations it is guaranteed by law. The major differences between the nations' leave policies are the amount of time off and the percentage of salary paid during that time.

	Maximum wks. allowed	% of salary replaced
Sweden	51	90%
France	16 to 38	84%
Italy	20	80%
Britain	18	90%
Canada	15	60%
Germany	14	100%
Japan	14	60%
Netherlands	7	100%
United States	12	None

("Who's Minding America's Kids," Fortune, August 10, 1992.)

- Parents miss 8 to 12 days of work a year on the average because of sick children.
("Child Care Concerns of Employed Parents," Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p. 144.)

- The average $5,774 spent on a baby in its first year of life fuels many industries. Breast-feeding or formula is recommended. Formula alone costs parents about $500 in the first year. Parents spend $570 in the first year on 3,000 disposable diapers. Parents may need two car seats during the first year -- one for the new-born and another for the older infant -- the cost is around $100. Add the portable crib, $65; safety gates, $30; umbrella stroller, $35; and sling seats, $35. And, today, about 16% of parents with babies own a video camera to catch the baby's first steps.
("Rock-A-Buy Baby," Family Information Services, January, 1991, T&E-4.)

- Estimates in 1987 for raising a child from birth to age 18 ranged from $95,867 in the Midwest to $106,687 in the West for urban families; for rural families the expenditures ranged from $89,278 in the Midwest to $111,439 in the West.
("Financial Management," Work and Family: Educational Implications, American Home Economics Association, Yearbook 11, 1991, p. 103.)

- Children in families with annual incomes over $40,000 were more likely to attend child care programs than children from families with incomes $10,000 per year or less. Better educated mothers were more likely to enroll their children in child care than women with less schooling.

- It is important to secure a living wage and decent working conditions for child care providers and teachers to attract a skilled and stable child care workforce. In 1988 the average salary for teachers and assistant teachers in child care facilities was $5.35 per hour. The turnover rate was 41%. This is critical information because in the same centers in this study with the highest turnover, also produced child outcomes consistent with a lack of sufficiently effective teaching: deficient language development, apathy, and poor social skills.
Other research has shown that although child care teachers are unusually high in their commitment to their jobs, compensation levels indirectly influence effective teaching by hampering the recruitment of individuals who, or could become, highly educated and trained.
("Behind Every Working Parent is an Underpaid Child Care Worker," Family Information Services, March, 1993, T&E-8.)

- The child care industry is growing, and statistics indicate that the for-profit sector of the day care business is growing the fastest. However, because of the low wages, there may be a labor shortage in the coming years. This could have the effect of driving the cost of care even higher.
About 75% of mothers and 57% of fathers have trouble finding child care of any kind according to a poll in 1989.
("Work and Family Today: 100 Key Statistics," Bureau of National Affairs, May, 1991.)

Children In Self-Care

Defining Characteristics

The term "latchkey" originated in the eighteenth century when children used their own key to open the door latch to get into their homes while parents were away at work. Today, the term "latchkey children" is often used to refer to children between 5 and 13 years who are left alone or with siblings on a regular basis while parents work. The term "self-care" is also used to refer to these children by individuals who wish to avoid the negative connotations often associated with the term "latchkey children".

The defining characteristics of children in self-care are not clear. Consider which of these characteristics define children in self-care:

* elementary-age children
* lack of direct supervision by adults
* regular periods alone during out-of-school hours
* parental employment as the cause of the self-care situation
* uncertainty about the appropriateness of a self-care arrangement for these children
* children from the age of 5 are sometimes left alone
* children above the age of 13 who are developmentally not ready for this situation
* some children in self-care are supervised "from a distance" by parents or other adults via telephone contacts and the establishment of rules while other children receive little supervision
* "regular periods alone" can range from less than 30 minutes a week to over 20 hours a week
* children are often alone on a regular or irregular basis for reasons unrelated to parental employment (e.g., while parents go on an errand, go out for the evening, attend school, engage in volunteer activities, etc.
* children who are under adult supervision during the school year may be left alone during summer vacations when after-school programs close
* some children are left alone on a regular or irregular basis by non-working parents who have failed to accept a parenting role; this represents child neglect
* "left alone with siblings" can refer to situations in which siblings range from 1 to 18 years of age.

Why Are So Many Children in Self-Care?

Nationally it is estimated that 3 million children between the ages of 5 and 13 -- 1 out of every 12 -- care for themselves while their parents work. This number has increased through the years for a number of reasons. Separation and divorce have resulted in significant numbers of children living with one parent. Since 1970, the number of families headed by one parent has more than doubled to 26%, while in an additional 43% of families, both parents work. 56% of mothers with preschool age children and 73% of mothers with school-age age children are in the labor force. Most of these women report working out of economic need. This situation, coupled with the lack of school-age child care, its high cost even when available, and the tendency of older children to prefer arrangements with more freedom, has resulted in significant numbers of families turning to self-care.

The Effects of Self-Care on Children

It has been proposed that self-care can have both positive and negative effects on children. On the positive side, it has been suggested that self-care promotes independence and responsibility among children and can lead to increased self-esteem and confidence. However, it also has been suggested that children in self-care may be at higher risk for physical and emotional injury, may have fewer opportunities to interact with friends and adults, and may participate in fewer meaningful activities than children who are cared for by adults. There is also concern that they might get into trouble when alone.

Research in this area is just beginning and the actual effects of self-care on children are not clear. Furthermore, the evidence indicates that even when available, the answers are likely to be complicated. How a particular child will be affected by self-care will depend not only on the child's abilities and personality, but also on the relationship he has with his family, the type of community he lives in, and the particular circumstances under which he is left alone.

Children who seem to do the best are those who have participated in the decision about self-care and both the parents and the child agree they are ready for this new responsibility. They feel secure in their neighborhood, have easy access to adults in case of an emergency, and have a good relationship with their parents. They also have been given the knowledge and skills needed to handle the new situation and are left alone for relatively short periods of time.

When Are Children Ready for Self-Care?

Unfortunately, there is no magic age at which children gain the maturity and good sense needed to care for themselves. Children of the same age may differ greatly in terms of maturity. Furthermore, development proceeds at different rates in different areas even within the same child. For example, a child who is very advanced mentally may be quite immature socially or emotionally. In addition, children have different personalities that will also affect how they respond to self-care.

However, there are some signs that children may be ready to care for themselves. First, the child should indicate a desire and willingness to stay alone. Children who are easily frightened or who express an unwillingness to stay alone are probably not ready for this responsibility. In addition, the child should be showing signs of accepting responsibility and being aware of the needs of others. The child should also be able to consider alternatives and make decisions independently. Children who are able to get ready for school on time, solve problems on their own, complete homework and chores with minimum supervision, and remember to tell parents where they are going and when they will be back are demonstrating some of the skills they will need to care for themselves. The child should also be able to anticipate and avoid danger. When given a potentially dangerous situation the child should be able to think of several ways to handle the situation and select the best one. While it is difficult to predict at what age these abilities will appear, many children begin to show these signs between 10 to 12 years.

Preparing Your Child to Stay Alone

Children who stay along need to know:

* How to react to situations such as:
  - being locked out
  - being afraid
  - being bored
  - being lonely
  - arguments with brothers and sisters
* House rules about:
  - leaving the house
  - having friends in
  - cooking and use of kitchen equipment
  - appropriate snacks and meals
  - talking to friends on the phone
  - duties to be completed while home alone

- * Children who stay alone need to have:
  - good telephone skills
  - a list of emergency numbers
  - knowledge of what to say in an emergency situation
  - how to respond if someone calls
  - understanding of appropriate and inappropriate reasons for calling parents or other adults for help
- * Good personal safety skills:
  - how to answer the door when alone
  - how to lock and unlock doors and windows
  - what to do if approached by a stranger on the way home
  - what to do if they think someone is in the house when they get home
  - what to do if someone touches them inappropriately
- * Good home safety skills:
  - kitchen safety (use of appliances, knives,and tools)
  - what to do if they smell smoke or gas or in the event of a fire
  - what to do during severe storms
  - basic first aid techniques and how to know when to get help

Providing children with this knowledge gives them confidence in their abilities and will help them deal with any emergencies that may arise. When teaching children, give information gradually rather than all at once. Too much information at one time is difficult to remember. Present children with a number of situations and have them act out their responses. For example, pretend you are a stranger at the door asking to use the phone to call a tow truck, and then pretend you are a salesman wanting to leave some free samples. Giving many examples and having the children actually respond to the situation will help them respond quickly and flexibly if the situation actually occurs when they are alone. Simply telling them the information is rarely effective. It is quickly forgotten.

After the child has acquired the skills and knowledge needed to stay alone, set up a trial period of self-care in order to see how the child adjusts to the situation. Initially presenting it as a temporary arrangement lets children know they can choose not to continue if they are uncomfortable staying alone and also allows parents to more easily end the arrangement if they feel the child is unable to handle the situation.

Throughout the trial period, and afterwards if the arrangement is continued, parents should talk frequently with the child about his or her feelings. This will allow the parents to deal with problems quickly and will help them remain close to the child. Parents should also periodically review house rules and safety information with the child. Children easily forget -- especially if the information is seldom used.

Developing Community Resources

While self-care may be the method of choice for some families, in all too many cases it is the only choice available. In 1983, the income of over 1/3 of single-parent families fell below the official poverty level. For most of these children, paid day care is not a possibility. Furthermore, even when families can pay, there are few openings available in day care facilities for school-age children. In many cases, these circumstances result in children being left alone that are not emotionally or mentally ready for this experience. These children are indeed at risk.

How can communities begin to deal with this problem? In the short-term, communities can provide immediate support to these families by establishing help-lines for children to call if they encounter a problem, don't know what to do, or just need someone to talk to. Designating a house on each block as a place where children can go in case of an emergency will also help children who are home alone feel more secure, and will provide quick access to an adult if a problem arises. Providing after-school or evening workshops for families to help provide children with self-help skills will also increase the likelihood that these children will be able to respond appropriately when on their own.

However, these suggestions do not deal adequately with the central problem: the lack of affordable adult-supervision for school-age children. To deal with this larger issue, communities can:

* Support current federal legislation to increase the availability of school-age child care and to provide sliding-scale fees for low-income families.
* Encourage employers to provide or subsidize child care for their employees or to make child care support an option in the company's benefit plan.
* Support flexible work schedules that would allow working parents to care for their own children.
* Work with public school officials to establish calendars that take into account the needs of working parents.
* Establish before- and after-school day care centers in public schools that are specifically designed to meet the needs of older children.
* Expand community activities available to school-age children (park and library programs, community education classes, clubs such as 4-H, Scouting) and provide transportation to and from these activities.
* Develop volunteer opportunities for older children through which they can gain new skills and experience while providing a valuable community service.

Source: "Self-Care by Children: Issues and Trends", Family Information Services, Christine Todd, November, 1990.

Helping Your Child Get Started in Day Care

Starting a child in a day care arrangement is a big change for both parent and child. It can be a very emotionally upsetting experience for both -- but with a little thoughtful planning in advance the transition can be made easier for both parents and children. Some steps to make that happen are:

* If you will be going to work, begin to get your baby used to other people right from the start by having relatives or friends occasionally care for the baby.
* Allow plenty of time to find the best arrangement (the younger the child, the harder it may be to find care).
* Spend time with your child at the child care site before you begin to leave your child there. Make as many short visits in advance as you and the caregiver can arrange.
* If possible, start part-time day care a few days before you have to go to work -- so your child's first stays can be shorter and you have more time to get him/her settled in before you get busy.
* Try to feel and act positively toward the new experience -- your child picks up on your feelings and actions.
* Talk to your child (in age-appropriate ways) about specific things in the day care center or home that may appeal to him/her. Avoid broad sweeping statements like "you'll just love it" or "you'll have a wonderful time". The child needs more concrete real things to relate to. Talk about the setting, routines and caregivers in ways that compare and relate to things he/she already knows, i.e., "They eat lunch in the kitchen, too" or "They have little tables to eat lunch at".
* Before your child begins, practice the new routine through dramatic play. Pretend to go to the center or home, hang up child's coat, choose something appealing to play with, eat a snack, take a rest, use the bathroom. Be sure to act out Mom or Dad PICKING CHILD UP AT THE END OF DAY!
* Consider making a photo album for your child to take to child care, showing family friends, favorite toys and activities; the album might be just the "security blanket" your child needs. Also bring along that real security blanket if your child has one.
* Read books about beginning "school" or child care to your child. A good one to start with is Will I Have a Friend? by Miriam Cohen (paperback, Collier Books, $2.50). For you and older preschoolers you might try A Child Goes to School by Sara Bonnett Stein (Doubleday, 1978, $5.95). You might make up your own story book using your own child, the real setting, caregiver, children and materials in it.
* You might consider getting a special toy or animal that stays at child care. Going to child care becomes going to see "Bear" and leaving is saying good-bye to "Bear", "See you tomorrow". Especially useful with older infants or toddlers.
* Remember your child will approach the transition in his/her own characteristic style; if that style is usually to be upset with new situations, tears may be part of the normal adjustment to child care. It is helpful to develop a routine way to say good-bye and then follow it! Be sensitive to your child's feelings, accept those feelings, but don't feel you have to act differently as a result. Call later to see if all is well.

Source: Rhonda Redleaf, Trainer, St. Paul TVI/Toys 'n Things, 1982, Balancing Work and Family Curriculum; Unit V; Handout AB.

Monitoring Child Care

What do you look for once your child is already in care?

- Anything out of the ordinary that lasts more than a month or two in a new situation should be examined. Crying? Bring it to the attention of teacher or care provider.
- How does the child greet you when you arrive?
- What are the child's habits like at home? Overly cranky or irritable? Does the child eat and sleep well?
- How does your child compare in terms of development with other children your child's age? Is your child within normal range?
- For a baby -- is baby clean and neat? Have bowel movements been taken care of?
- What does the verbal child say about his/her experiences? What indirect signs do you detect from these experiences? (Does s/he sing a new song or do something new?)
- Has care provider dropped hints or complained?
- Have there been any major schedule changes (yours, care provider's or school's)?
- Is there anything happening in care provider's or teacher's life that may affect child care functioning (for example, a divorce or an illness)?
- Do you detect a change in the household standards of your care provider? Your day-care mother? In the school or the center?
- Do you have regular teacher conferences?

Hints:

- Children go through stages; for example, eight months to fifteen months is particularly known for stranger anxiety and eighteen to twenty-four months for separation anxiety.
- When the child begins to verbalize, you must sort out what is real and what is imaginary.
- Drop in unexpectedly as often as you can.

Do you . . . . .

- Discuss child's habits, likes, and dislikes with the care provider or the teacher? How often?
- Pay on time, arrive on time, offer gifts or bonuses, and extra days off?
- Make surprise visits; overlap with the care provider periodically?
- Have a neighbor or relative drop in unexpectedly?
- Prepare a written agreement of expectations between the care provider and the parents?
- Prepare the child for changes or transitions, such as going from a care provider to a nursery school, to different care providers, or in using schedule changes?
- Discuss the day with your toddler in a relaxed manner?
- Let your care provider know immediately when something he/she does is not satisfactory rather than keeping it to yourself and letting tension build?
- Compare notes with other parents who use the same care provider or school?
- Compare notes with parents using a different care provider or school?

Source: Reprinted from Guide for Parents with Careers by R. Ashery and M. Basen; Copyright 1986, Acropolis Books Ltd., 2400 17th Street, N.W. Washington, D.C. 20009

Quality Time

One of the biggest myths of the eighties -- the myth that replaced "get married and live happily ever after" -- is the concept of quality time. The myth goes like this: Parents leave your kids for eight to ten hours of the day, but the rest of the time with them will be focused and perfect. It's as if when parents got home the kids would say "Thank you for coming home...I had a wonderful day without you." The truth is, most parents come home to something much less pleasant than that scenario.

Is there such a thing as "quality time"? Can moments be snatched or seized from busy schedules, moments that can be savored long afterward so that years later parents can look back and say, "There may not have been much time together, but there was enough time?"

The idea of "quality time" arose about twenty years ago. In the early 70s a few research psychologists began observing how parents and children can spend a lot of time in the same room without actually spending time together. More important than the sheer numbers of hours parents spend with their children, these researchers concluded, is what parents actually do with them. The style of parental care is what matters most. This care should be not only warm, loving, and nonrejecting, but also stimulating and enriching. Or, as the research has often been interpreted, an evening of real parental attention is worth more to a child than a whole day of parental presence.

Working parents seized on this notion of quality time in the hope that it meant they could provide the essentials of good parenting just as successfully as those parents who stayed at home. As some research showed, if mothers who are at home all day spend only about a half hour actually playing with their babies, then mothers with full time jobs outside the home could still reserve that much special attention for their children. Full time homemakers also began to worry about how they could manage their housework and still provide sufficient quality time to each child. Concern about quality time became so intense that some adults wondered if they should forgo having children altogether.

Just what is this "quality time"? Rather than any particular behavior or activity, psychologists describe quality time as a positive interaction between parent and child. It is full, unhurried attention. Quality time can be peaceful and rewarding for both the parent and the child and can be a time for open listening, "taking in" the other person, trying to understand the other's point of view. The idea of quality time can dangerously lead a person to believe it's a regular, perfect and glowy time with a child. In reality, wonderful moments happen with children, but hardly because parents have planned them or slotted them into a "quality time" slot.

There are different levels of quality time:

* Mental Closeness: Thinking about the person is the lowest level. It is important to let the person know that you thought about him/her during the day even though he/she was away.
* Physical Closeness: Being near the person, not talking, or watching, or touching, but enjoying each other's presence.
* Talking to the person: This can be long distance or face-to-face conversations.
* Looking at or watching the person: This is especially effective when talking to the other person.
* Interacting and/or touching the person: This is the highest level of quality time when you care enough to express yourself through interaction and/or touch.

This quality time -- a positive interaction between parent and child -- starts when parents talk to, play with, or express affection directly to their babies. Quality time happens when parents respond appropriately to their child's initiative. For example, when the baby begins to smile, it's important for the parent to smile back so that the world becomes seen as a purposeful place. Similarly, when a toddler introduces a new element in play, such as bringing along a teddy bear to hear a story, the sensitive parent invites the teddy bear to sit down and maybe asks a doll to listen too. Too often, parents are talking in an animated way to their babies, but they're not responding to any particular behavior from the baby. That's not quality time because there is not real interaction between parent and child.

As children grow, quality time continues to involve this element of mutual response -- of parents doing something with a child, not to him or for him. Quality time is shared time. It's not that parents and children necessarily have to be doing the same thing, but there has to be some kind of interaction going on. Watching TV together may not be quality time, but talking about the program afterwards might be.

It's impossible to pin down the precise number of hours or minutes of quality time a child needs each day, and it would be a mistake even to try. Obviously, five minutes on the run is not enough, and eight hours of continual availability to a child is totally unnecessary. Within that range, parents have to consider not only their child's needs and temperament but also their own work schedules and energy levels.

Ideas and strategies for quality time:

* Plan some time alone with your children. It might be a scheduled "family night", taking your child out for breakfast once each month, or a "your choice" night once a month.
* When your children are close by, hold a conversation with them (when folding clothes, weeding the flower bed, cooking dinner, cleaning out the garage, washing the car).
* Include your children in your activities: mowing the lawn, fixing a meal, cleaning out the car, repairing something
* When your children are along with you in the car, coming home from day care/school/athletic practices, when helping with baths, while doing the dishes: recite poems, sing songs, tell stories of your childhood.
* Read books together. You can crawl into their bed with them and read to them, have them read to you, or share turns reading.
* Go over your child's papers from school. Ask about things they have learned.
* Make something simple together: paper dolls, paper chains, paper airplanes, pretty stationary, a card for grandparents, puppets, etc.
* Find activities you like to do with children (and don't feel guilty about the ones you don't). Children pick up on parental enthusiasm; they also know when you are faking it or feeling like a martyr. Choose activities that allow you to be yourself and have fun.
* Keep the camera loaded and have it nearby to capture those "special moments". These pictures help to remind both parents and children that these good times really happened.
* Have weekly family council meetings. Usually, the agenda includes: compliments/appreciations, old business not settled or decided on the previous week, new business and planning for the coming week, allowances, and a fun family activity. This provides regular family communication.
* Draw pictures and color together; play school and let them be the teacher; play board games and outdoor games; take an evening walk or bicycle ride; call from work just to talk.

Teaching-Learning Interaction

Child care decisions

LC SS
BWF A C D I
WPBS 6 8 9 10 12

1. Transparency: **Think-Write-Pair-Share -- Impressions of Child Care** (I 79)

Have students think about their impressions of child care and the effects of child care on children. Write those impressions down. Share and compare those impressions in a cooperative learning group, discuss where the impressions came from and the validity of the source. Label sources.

Discussion Questions:
- How many of these impressions are based on actual experience, emotional bias, personal feelings, family values, etc.
- How do these impressions of child care affect your decisions regarding your thoughts on future child care needs?
- To what extent do family and societal values affect our decisions regarding child care?
- Identify the values that affected each of the decisions below:
  - A single mother asked her mother to care for her child because she knew her mother would show a lot of love.
  - A single father asked his grandmother to care for his child because his income was not adequate to pay for child care.
  - A parent chose a day care center because the staff believes in the value of play, provides lots of creative materials, and allows children to pursue their own interests.
  - A parent chose a day care center because of its strong school readiness program.
  - Parents chose a day care home because it was close to their home and therefore they wouldn't have to get up early.

Effects of employment on children

LC SS
BWF A C D I
WPBS 6 8 9 10 12

2. Handout: **Child Care Decisions -- Background Information** (I 37)
Handout: **Effects of Employment on Children -- Background Information** (I 38)

Tell students: Research points to five factors that make the greatest difference in a family's well-being when parents are employed and there is the birth of a baby and a decision about continued employment and finding child care has to be made.

In cooperative learning groups, students are to brainstorm factors they feel would make the greatest difference in the well-being of the family when parents work and children are in day care. After three minutes, students are to discuss the ideas and, by consensus, narrow it down to the five most important. Develop a class list from all of the groups.

Review the background information and compare the top five factors given with the list the students developed.

Discussion Questions:
- What are your reactions to the top five factors?
- How many of the factors from the class list could be grouped under the five main factors? (Complete this grouping.)
- Why is each one of these factors so significant in the employment/child care decision?

LC SS
BWF A C D I
WPBS 8 9 10 12

3. Game: **Myth or Fact? -- Day Care Effects** (I 81)

Cut the game questions/statements into strips of one question per strip. Fold and place the questions in a container.

Rules for the Myth or Fact Game:
1. Divide the class into two teams.
2. Teams will score points by identifying whether the statement drawn is a myth (false) or a fact (true).
3. Have a student from one team draw a question from the container and read it aloud. The team has thirty seconds to discuss the question and decide on the answer. The student drawing the question is the spokesperson.
   If the team answers correctly, the team receives one point. If they answer incorrectly, they lose one point.
   Or, the team may choose not to answer the question and challenge the other team. If they challenge the other team, the other team must answer within ten seconds (they should be discussing the question at the same time the other team is discussing).
   If the challenged team answers correctly, they receive two points. If they answered incorrectly, they lose one point.

4. The team with the highest number of points wins the game.

It is important that brief discussion takes place during the playing of the game.

Discussion Question:

* What does this information on the effects of day care on children mean to you in regard to your future child care decisions?

Child care needs and wants

LC SS
BWF A C D F I
WPBS 8 12

4. Handout: **A Child's Needs** (I 83, 84)

Each student is to think of a family that they know very well that has several small children. The student is going to become the "pretend" parent of these children and should assume that he/she (the parent) is employed. Each student is to write down the child care needs of these children -- not just the type of day care needed, but what the child needs from day care/day care provider. Example: lots of physical activity, security of an in-home arrangement, lots of supervision)

After listing the children's needs, the student is to read through the scenarios on the handout and underline the needs of the described child. Then, students are to complete the comparison of needs for their "pretend" children at the end of the handout.

LC SS
BWF A C D I
WPBS 8 12

5. Handout: **Child Care Needs and Wants** (I 85)

Using the handout, students are to assume that they are the employed parent and have three children: an infant, a preschooler, and a school-age child. They are to read through the listed needs and wants and circle those items they would want to have in child care arrangements for their children.

Child care options

LC SS
BWF A C D I
WPBS 8 12

6. Handout: **Child Care Options -- Background Information** (I 39)

Collect and bring newspaper ads to class. Students are to cut out child care ads and make a chart categorizing the ads according to the type of child care option. After the ads are categorized, students are to list advantages and disadvantages of each type.

LC SS
BWF A C D I
WPBS 8 9 10 12

7. **Visit several day care centers/homes or invite center directors/day care home providers or conduct phone call interviews.** Students should develop a chart to collect and summarize information from each center/home. Areas to compare might include: types of programs offered, the child-to-adult ratio, the qualifications of personnel, the rates, hours, facilities, equipment, discipline procedures, mealtimes, etc.

Ask students to assume that they are choosing child care for their child and rank the centers/homes from most satisfactory (one they would most likely choose) to least satisfactory (one they would least likely choose). Write out reasons for their highest and lowest rankings.

LC SS
BWF A C D I
WPBS 6 8 9 10 12

8. Divide students into pairs. Half of the pairs are to **take on the role of dual-employed parents** with a one-year-old son, Jared; a four-year-old daughter, Kelsi. 1/3 of the remaining pairs will **take on the role of in-home day care provider;** another third will **take on the role of a family day care home provider;** and the last third will **take on the role of a provider in a day care center.**

In their pairs and assigned roles, students are given 15 minutes to work together. The employed parent pairs will determine/write down the questions and concerns they want to address to the provider type they would choose for their children. The provider pairs will determine/write down the policies they would have for their type of child care.

At the end of 15 minutes, each employed parent pair will, in turn, select their choice of provider type and ask their questions or voice their concerns from their written list. The providers will answer as best they can from their written policies.

Discussion Questions:

* What is your reaction to this activity?
* Did the employed parent pairs cover almost all of the questions/concerns that would need to be covered before deciding on child care? If there were areas or

concerns that were not covered, what were they?

- * Could you make a child care decision based on the information you gathered? Why or why not?
- * What might be some consequences of making a quick child care decision without having enough information?
- * How can you get more information on making a well-thought through decision on child care? What resources are available?

LC SS
BWF A C D G I
WPBS 6 8 9 10
11 12

9. Assessment: **Presentation/Group Work Rubric** (I 86)
Handout: **Checking Out the Child Care Options -- Background Information** (I 40 - 45)
Handout: **Get the Business Things Straight -- Background Information** (I 46)
Handout: **Kansas Child Care Regulations -- Background Information** (I 47 - 53)
Handout: **Family Day Care Agreement -- Background Information** (I 55, 56)
Handout: **Child Care Choices -- Case Studies** (I 87, 88)
Handout: **Child Care Choices -- Parents Worksheet** (I 89, 90)
Handout: **Child Care Providers Policies** (I 91)

Divide students into pairs. Assign pairs of students to take on the following provider roles:

- in-home private care
- out-of-home family day care home
- day care center with after school care
- live-in attendants

The remaining pairs will be given one of the case studies and will take on the role of employed parents looking for child care.

The "providers" and the "employed parents" will follow the instructions given on the appropriate worksheets. The handouts will be used as the basis of information for the worksheets.

The **Presentation/Group Work Rubric** will be used to assess the pairs work and working together, how they used the planning/decision making process, the use of the information from the background information pages, and the presentation of their interview questions. When the worksheets are completed, the "parents" will interview the "providers", each using their worksheets for their questions and answers.

Discussion Questions:

- What is your reaction to this activity?
- Did you feel much more prepared to ask the "right" questions and cover the appropriate concerns? Why or why not?
- Could you make a child care decision based on the information you gathered? Why or why not?
- Providers, what would the consequences be of not having adequate policies to cover a variety of situations?
- What are the consequences of "good" and "bad" child care choices for both the parents and the children?

Child care costs

LC SS M
BWF A C D I
WPBS 3 6 9 10

10. Teacher Information: **Child Care Costs Jeopardy -- Game Directions** (I 92)
Transparency: **Child Care Costs Jeopardy** (I 93, 94)
Handout: **Child Care Costs -- Background Information** (I 57, 58)

Follow the given game directions and play the game to cover statistics/information on the costs of child care. Discussion during the game is encouraged.

LC SS M
BWF A C D I
WPBS 3 6 8

11. Handout: **What Can I Afford -- Case Study** (I 95, 96)
Students are to complete the handout individually. After completion, have students form cooperative learning groups and compare budgets, recommendations for child care, cooperative child care arrangements, and trade-offs.

Discussion Questions:

- How does family income impact child care decisions?
- Do parents always have the option of a wide variety of child care choices? Why or why not?
- What trade-offs can parents consider when the ideal or best child care option is not possible because of finances?

LC SS M
BWF A C D I
WPBS 3 9 10

12. Handout: **Working Parent -- Child Care Choices** (I 97)

Each student is to interview a parent who works outside the home. Share the results of the interviews in class discussion. Compare and summarize findings.

Children in self-care

LC SS
BWF A C D I
WPBS 6 12

13. Divide students into cooperative learning groups and have them list the **defining characteristics of children in self-care.** Examples might include: children under age 12, left alone while parents are at work, left alone when parent runs an errand, left alone for no more than two hours per week, etc. Compare lists between groups and make a total class list. Point out that these differences in "defining characteristics" have made it difficult to do reliable research on the positive and negative effects of children in self-care.

LC SS
BWF A C D I
WPBS 9 10 12

14. Handout: **Children In Self-Care: Defining Characteristics -- Background Information** (I.59)
Handout: **Children In Self-Care: Why Are So Many Children In Self-Care -- Background Information** (I 59)

As a class, identify and list reasons why there are more children in self-care now than in previous generations. Discuss.

Review the information in the background information and compare with the reasons listed in class discussion.

LC SS
BWF A C D I
WPBS 6 8 9 10 11 12

15. Handout: **Children In Self-Care: Effects of Self-Care on Children -- Background Information** (I 59, 60)

Put up two blank poster boards. Write "Positive" on the top of one and "Negative" on the top of the second one. Have the class list/write examples of potential positive and negative effects of self-care on children.

Divide students into cooperative learning groups and have each group take one negative and one positive effect and discuss why it might happen or how it might happen. Share thoughts with the class.

Review the background information. Compare the information with the list the class developed.

LC SS
BWF A C D I
WPBS 6 8 9 10
15

16. Handout: **Children In Self-Care: When Are Children Ready for Self-Care -- Background Information** (I 60)

Handout: **Children In Self-Care: Preparing Your Child to Stay Alone -- Background Information** (I 60)

Divide students into cooperative learning groups and have them list factors/characteristics/etc. that would indicate that a child was ready for self-care. Develop a class list from the small group lists.

Each small group is to write a case study describing a child: his or her habits, family relationship, personality, experiences, etc. The information given should be detailed enough so others can dertermine self-care readiness.

Exchange case studies with another group and identify factors that would indicate readiness or non-readiness for self-care. Share the case study and findings with the class.

Review the background information.

LC SS
BWF A C D I
WPBS 6 8 9 10
11 14
FHA/HERO

17. **FHA/HERO Integration**

Handout: **Children In Self-Care: Developing Community Resources** (I 61, 62)

Review the background information and brainstorm ways the group could plan and carry out a community service project on the issue of children in self-care. Some of the ideas might include: develop a brochure to distribute to parents of elementary school-age children: develop a game on self-care skills to play with a child; develop and teach a self-care class to grade school children; or develop a home safety quiz for children.

Child in day care

LC SS
BWF A C D I
WPBS 6 8 9 10 11

18. Handout: **Helping Your Child Get Started in Day Care -- Background Information** (I 63)

Individually, students are to read the background information, select/write down the two things he/she feels would be the most important in helping a child get started in day care, and justify the choices.

Break into cooperative learning groups and share selections and justifications. Compare with others in the group, and through consensus, select the best idea. Share with the class.

LC SS
BWF A C D I
WPBS 6 8 9 10 11

19. Handout: **Monitoring Child Care -- Background Information** (I 64)

Cut apart the eleven questions under the statement: "What do you look for once your child is already in care?" in the background information. Give one slip of paper/question to pairs/groups of students. After reading the question, they are to make a written list of "negative indicators" from a child in day care that might indicate a need for concern or is worth checking into it further.
Example: Question -- How does the child greet you when you arrive?

Negative indicators -- child runs from the provider and clings to the parent as if scared, fearful of what the provider might do to them
Negative indicators -- never smiling, doesn't seem happy
Negative indicators -- sullen, as if just waiting for parent to get there; boredom at day care

Share negative indicators with the class.

LC SS
BWF A C D I
WPBS 9 10 12

20. Research magazines and newspapers to find **articles of negative happenings in child care arrangements.** Students are to read, summarize, and share with the class.

Discussion Questions:
* Why is it important to monitor the child care arrangement?
* If you have thoroughly checked out the child care provider before placing your child there, isn't it safe to assume that everything will be fine? Why or why not?
* What steps would you take if you found something "negative" about the child care arrangement?
* In what ways does licensing increase the likelihood of a positive child care arrangement?

LC SS
BWF A C D I
WPBS 6 8 9 10

21. Transparency: **Quality Time Is...** (I 98)
Divide students into cooperative learning groups. Have them write a definition of "quality time". Share definitions with the class and discuss.

Show the transparency and review the given definition.

Give students a few minutes to recall quality time he/she spent with parents. Then, have students move back into groups and share the "quality time" experiences.

LC SS
BWF A C D I
WPBS 9 10

22. Handout: **Quality Time -- Background Information** (I 65, 66)

Have students read the background information and underline five important points that they would like to remember. Share some of these points with the rest of the class.

Discussion Questions:

* Why do you think "quality time" was described as a myth in the background information?
* What are the differences between parental presence and quality time?
* Why do you think parents working outside the home are concerned about quality time?
* Why do you think parents working inside the home/stay-at-home parents who care for their children are concerned about quality time?
* Give examples of past experiences that would fit each of the different levels of quality time given in the background information.
* How much time each day would be enough quality time for a child? A baby?

LC SS
BWF A C D I
WPBS 8 12 14 15

23. Handout: **Looking Into My Future -- Quality Time** (I 99)

Students are to look into their futures and make a list of "quality time" interactions they want to provide for their child/children.

After completion, share some of their ideas with the class.

Debriefing

Content: How does employment and the resulting child care affect children and the family?

What insights do you now have regarding the needs of children in day care or in the home?

What are the main differences between the child care options and how do those differences impact the family and the workplace?

What criteria would you develop to use to make decisions regarding child care?

Process: How were the provider/parent simulations beneficial in examining child care choices?

How were the cooperative learning activities beneficial in evaluating self-care arrangements and its impact on the family's child care decisions?

How was it beneficial to consider ways to monitor the child and the child care arrangement once the child is in care?

Describe how identifying quality time interactions will be helpful as a babysitter and a parent.

Impressions of Child Care

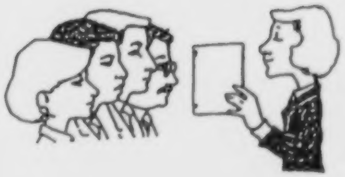
Think

Think about your impressions of child care and the effects of child care on children.

Write

Write those impressions and effects down.

Share



Share your list with others in your group.

Compare

Compare impressions and discuss where these impressions came from and the validity of the source.

Myth or Fact Game

1. Day care is a supportive system that allows both parents to pursue career goals and expand their roles both within and outside the family.
2. As parents become more satisfied with their day care arrangement, their marital and employment satisfactions decrease.
3. Day care frees the single parent, or both parents, to work which lessens the financial strain, and thus contributes to the stability of the family.
4. Day care does not offer any opportunities for a child to socialize with other children.
5. Day care hinders and is bad for a child's emotional development.
6. Day care outside the home offers added opportunities for intellectual growth.
7. For middle class children, there were negative effects on their intellectual development from being in day care.
8. For "high risk" children, there is much intellectual growth from being in day care.
9. Day care children tend to be more "peer-oriented" or care more about their friends than children raised at home.
10. Evidence does not support a strong beneficial or strong negative effect on children's academic performance when the child's mother worked.
11. Daughters of working mothers tend to be less assertive, less independent and less active defenders of their rights.
12. Both sons and daughters of working mothers agree that both sexes have the ability to be equally competent at most any task (housework and employment included).
13. Sons of working mothers are more apt to acquire independent living skills, i.e., cooking, doing laundry.
14. The degree of satisfaction with what you are doing (homemaking or employment) is the key to positive or negative side effects on children. If you enjoy what you are doing, you are more likely to have good parent/child relationships.
15. Mothers who feel guilty about enjoying their jobs may overcompensate by over-indulging their children. This affects the children's peer relationships and academic performance.
16. The husbands of working mothers share more child care responsibilities, their children tend to be more independent and responsible for themselves and there is a strong emphasis on planning things for the family to do together.

Myth or Fact Answer Sheet

Fact 1. Day care is a supportive system that allows both parents to pursue career goals and expand their roles both within and outside the family.

Myth 2. As parents become more satisfied with their day care arrangement, their marital and employment satisfactions decrease.

Fact 3. Day care frees the single parent, or both parents, to work which lessens the financial strain, and thus contributes to the stability of the family.

Myth 4. Day care does not offer any opportunities for a child to socialize with other children.

Myth 5. Day care hinders and is bad for a child's emotional development.

Fact 6. Day care outside the home offers added opportunities for intellectual growth.

Myth 7. For middle class children, there were negative effects on their intellectual development from being in day care.

Fact 8. For "high risk" children, there is much intellectual growth from being in day care.

Fact 9. Day care children tend to be more "peer-oriented" or care more about their friends than children raised at home.

Fact 10. Evidence does not support a strong beneficial or strong negative effect on children's academic performance when the child's mother worked.

Myth 11. Daughters of working mothers tend to be less assertive, less independent and less active defenders of their rights.

Fact 12. Both sons and daughters of working mothers agree that both sexes have the ability to be equally competent at most any task (housework and employment included).

Fact 13. Sons of working mothers are more apt to acquire independent living skills, i.e., cooking, doing laundry.

Fact 14. The degree of satisfaction with what you are doing (homemaking or employment) is the key to positive or negative side effects on children. If you enjoy what you are doing, you are more likely to have good parent/child relationships.

Fact 15. Mothers who feel guilty about enjoying their jobs may overcompensate by over-indulging their children. This affects the children's peer relationships and academic performance.

Fact 16. The husbands of working mothers share more child care responsibilities, their children tend to be more independent and responsible for themselves and there is a strong emphasis on planning things for the family to do together.

A Child's Needs

A child needs physical comfort, warmth, love, security, consistent emotional support and appropriate activities. The scenarios below may help you in thinking through the process involved in assessing a child's personal needs.

As you read through the scenarios, underline the needs of the described child.

> What is the child's position in the family? Is he/she the 3½ - 4 year old baby in the family who is always being told by older siblings what to do? In this case, having a chance to be the oldest child in a small group setting, at least part of the day, would be a real benefit. Does he/she also need the company of peers because the household is oriented toward adults and older children? If so, some group experiences would be appropriate. The scenario would suggest a combination of nursery school/preschool and family day care, if a family day care situation with mostly younger-aged children is available.
>
> Is the child tremendously active, physically, with a real need for a lot of challenging gross motor activities? This would tend to suggesta child care center situation that provides many physical activities or a family day care setting that features a lot of space and equipment for active play.
>
> If a family has two children, an 18 month old who is interrupting and bothering the 4 year old, making separation for part of the day might be advisable. This would suggest two different settings for the children: a center for the older child and family day care for the younger child. Or, possibly, a center for both, if it offers a toddler program separated from the preschoolers. The 4 year old in this situation, definitely needs to be in a setting with peers and not in one that continues the home situation. A group family day care home that separates the children or utilizes a preschool for part of the day may also work.
>
> If a family has a parent that stays home with the children and chooses not to work outside the home, the two preschool age children, ages 2 and 4½, may benefit from a program that emphasizes social skills and peer relationships. This would suggest different settings for the children because of the age difference. For the older child, several possibilities may be appropriate: a 2 or 3 morning/afternoon preschool, library story hours, children's recreation programs that meet regularly, or neighborhood parent coop play groups.

If the family has a kindergartner and two younger children for whom to make arrangements, an in-home arrangement may be the most feasible and, in the long run, the least expensive, considering the likelihood of sickness for three children throughout the year. Also, a supplement of preschool or a group experience for children 3½ - 5 would be desirable.

Is the child living in a neighborhood setting which offers a lot of peers, but not much supervision by parents? Would it be possible to organize a parent coop play group within the neighborhood who work part or full-time, who would take turns structuring the day's activities or driving children to some recreational activities? If some parents work full-time could they contribute funds to hire an assistant to work with the group?

Does the child enjoy being with others all the time, or does he/she prefer to entertain him/herself and pursue projects of of his/her own initiative over long periods of time? The highly sociable child will thrive in a child care center situation, while the child who is more self-paced and resistant to organization will do better in a family day care setting, preferably one providing some playmates and some structure during the day. In this latter situation, some part-time preschool would be a desirable supplement for 3½ - 5 year olds.

If selecting care for a school-age child, consider whether he/she would benefit from an opportunity to make a variety of new friends in a school setting or supervised recreation program. Another option would be a neighborhood family day care home that offers a lot of activities.

Copy down the list of child care needs you identified as the "pretend" parent of a family you know.

Compare the needs you wrote down in your first list with the needs you underlined in the scenarios. Add other needs below that you also now feel are important for the child.

Child Care Needs and Wants

Read through the checklists and circle those items you want the arrangement to provide. You may not want all the items, nor will everything apply to your family or your individual situation.

IF YOU HAVE AN INFANT OR TODDLER (BIRTH TO 3 YRS)

* Seems to enjoy cuddling baby
* Cares for physical needs - feeding, diapering
* Spends time holding, playing, talking with baby
* Stimulates by holding out things to look at, touch, and listen to
* Provides dependable and consistent care so baby can form attachment
* Cooperates with your efforts to toilet train
* Setting is childproofed for exploring
* Helps child learn language
* Understands, encourages independence in toddlers

IF YOU HAVE A PRESCHOOLER (3 TO 6 YRS)

* Plans variety of activities for child
* Joins in activities with children
* Sets consistent limits and helps child make own choices
* Sees play as valuable and encourages child's creativity and imagination
* Helps child feel good about self by being attentive, patient, positive, warm and accepting
* Encourages vocabulary by talking to, reading aloud, and answering questions

IF YOU HAVE A SCHOOL AGE CHILD (6 TO 14 YRS)

* Gives supervision and security but understands need for independence
* Sets reasonable and consistent limits
* Understands conflict and confusion that growing children seem to feel
* Helps child follow through on projects, homework; suggests interesting things to do
* Listens to child's problems, experiences
* Cooperates with you to set clear limits and expectations about behavior
* Understands older school age child's conflicts/feelings about sex, identity, pressure to conform
* Provides child with a good adult image to admire and model

Source: A Parent's Guide to Daycare, by U.S. Dept. Health and Human Services, Balancing Work & Family Curriculum; Unit V; Handout A3

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: ________ out of 56 possible points

Child Care Choices -- Case Studies

1. **Katelynn and Michael**
Katelynn and Michael are expecting their first child in three months. They are both excited and nervous about becoming parents. Neither has spent much time around infants. All of their family live over 200 miles away and they haven't had much opportunity to be around their neices and nephews.

Katelynn and Michael are trying to make plans for the care of their child. With some of the negative press they've heard on child care, they wonder if one of them should quit his/her job and stay home. Both enjoy their jobs and they are concerned about the financial implications of quitting and the loss of career advancement possibilities.

Katelynn is an engineer working for a public agency. She has recently completed some specialized training and has been working on some very challenging projects. In general, her benefits package is excellent and covers all the couple's medical and dental needs. Her contract allows her six weeks off for maternity leave.

Michael, a marketing specialist, recently went to work for a consulting firm. His future with the firm is unsure since it depends on the continual growth of the company. Michael thrives on the challenge and variety this company offers but at the same time is nervous about his future with them.

In talking about their child care needs, Katelynn and Michael know they want want consistent, loving, one-on-one interaction with an adult for their baby. They want a patient, resourceful person who is aware of the developmental stage of infants and children. Katelynn would like to breast feed the baby, yet knows that her career is fairly intense each day. Michael's job varies in intensity depending on the projects he is working on at the time.

2. **Gretchen and Keith**
Gretchen and Keith have three children: Maribeth, age 7 and in the second grade at the local school; Tara, age 4; and Samuel, age 1. When Gretchen and Keith were expecting their first child, they made the decision that it was important to them and their future children to have a parent stay home with them. Both were working, but since Keith's job did not have much security and it wasn't a job he wanted to stay with forever, Keith resigned from his job to stay home with the baby.

As the second and third child came along, Keith continued to stay at home and care for the children. At the same time, Gretchen's career options grew and she has remained highly involved in her work. It is not unusual for her to work late one or two nights each week and often travels to other parts of the country once or twice a month.

Keith has been asked to coach an after-school basketball team. It would be something he would thoroughly enjoy doing, plus, Maribeth would be able to be on his team. This would involve practicing each day after school for 1½ hours, several evening coaching meetings, and games in the evening once a week. Since he cannot rely on Gretchen for back-up child care, Keith needs to make other arrangements.

Tara is having a tough time with the thought of dad being gone from home. She relies on him a great deal, often to the point of being rather "clingy" and shy when others are around. Similarly, Samuel is very attached to dad and is going through an age where he doesn't want to have much of anything to do with anyone else.

3. **Katrina**
Katrina is a single parent. Josh, her 1½ year old was born when she was a junior in high school. She tried to stay in school but found it very difficult because Josh was sick a lot, her parents offered little help, and Josh's father helped out only when it was "convenient" for him. Eventually, Katrina dropped out, hoping to get a job to pay some of Josh's medical bills and other expenses. Without her high school diploma, Katrina was unable to find a job for over a year. She has been relying on welfare and a medical card to get her and Josh by.

Through a connection with a friend, Katrina has been offered a job in a fast food restaurant. She is excited about the possibility of finally having a job and the possibility of getting off welfare. When she figured out how much she would be making and the cost of child care, she realized that she would end up taking very little money home. Since she would be working evenings and weekends, she talked to Josh's father to see if he would care for Josh part of the time. He agreed to watch Josh two evenings and on Sunday. Now, Katrina needs to find child care for the remaining evenings and on Saturday.

4. **Darla and Alex**
Darla and Alex have been married three years and have a son, Darin, who is 2 years old. Alex also has two other children from his first marriage: Craig, age 8, and Sarah, age 10. They all live in the same town and Alex and his ex-wife, Jan, try to share the care of the children as much as possible even though the children actually live with Jan.

Darla and Alex get home from work between 5:30 and 6:00 each day. Jan is a nurse and works 4 12-hour shifts each week and doesn't get home until 8:00 in the evening.

Child Care Choices -- Parents Worksheet

Directions: Read through your case study and assume the role of the parent/parents in the case study. It is your responsibility to choose the best child care for the child/children in the case study. The handouts will provide lots of information for you in the decision making and planning processes. Complete the worksheet with your partner by writing your answers on another sheet of paper. You and your partner will simulate the "phone interview" and the "personal interview" with one of the "child care providers".

Child Care Needs and Wants

1. Write a brief description of the child/children in the case study.
2. What needs do you identify regarding your child that would have an effect on your child care choice?
3. What needs do you identify regarding the parent/parents' employment that would have an effect on your child care choice?

Child Care Options

1. What types of child care arrangements are you considering? Why?
2. List advantages and disadvantages you see "up front" with each of these child care choices without knowing very much about the provider, program, services, etc.

Checking Out the Child Care Options

1. Recommendations/Referrals
   If you were really looking for child care, who would you ask for recommendations and referrals? List names and why you would ask them.
2. Research Your Community Options
   a. Find two ads for each type of child care you are considering. Attach the ads.
   b. What appeals/does not appeal to you about these ads? Do the ads give you enough information? If not, what else do you need to know?
   c. What other sources would you be most likely to use to find out about child care services?
3. Phone Interview
   Select one of the ads and assume that you are going to call them for more information. You will simulate this phone call with one of the pairs of "providers" in your class. Make a list of the questions you will be asking in your phone interview.
4. References
   Write out a list of questions you would ask the references that the provider gave to you.
5. Personal Interview
   a. Based on the information you have gained through the phone interview and the other phone interviews by other pairs in the class, which child care provider appeals to you the most? Why did you narrow your choice down to this provider?

b. It is now time to set an appointment and conduct a personal interview with the provider. Ideally, your child/children should go with you so you can observe the interaction between the provider and your child. Make a list of the questions you want to ask.

c. What things do you want to observe/take particular notice of during the interview?

d. What concerns/questions do you want to cover in the personal interview regarding business matters with the child care arrangement?

6. Making the Decision

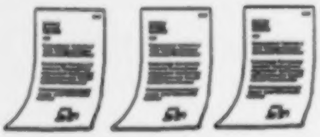
After listening to all of the other personal interviews and after conducting your own interview, and after considering your child's and your employment needs, make your decision regarding your choice for child care.

a. One of your top choices is ...
The advantages and disadvantages to this choice are...

b. Another one of your top choices is ...
The advantages and disadvantages to this choice are...

c. My child care decision is ... because ...

Child Care Providers Policies



Directions: You are to assume the role of a specific type of child care provider. Working with your partner, you will set up the policies and procedures of your child care operation. The handouts will provide lots of information for you in your planning and decision making processes. Complete the worksheet with your partner by writing your answers on another sheet of paper. You and your partner will be a part of both a "phone interview" and a "personal interview" simulation with "parents" seeking information regarding your child care services.

Child Care Options

1. Your type of child care option is...
2. Write a brief description of your child care services.
3. What are some advantages and disadvantages to your type of child care option?

Child Care Needs and Wants

1. Identify some children's needs your child care services could provide or fulfill.

Checking Out the Child Care Options

1. Recommendations/Referrals
   If you were really offering child care services, who would you tell about your services? Who would be willing to "spread the word" about you?
2. Setting My Child Care Policies and Regulations
   Refer to "Kansas Child Care Regulations" handout
   Refer to "Family Day Care Agreement" handout
   Refer to "Get the Business Things Straight" handout
   Write out your child care policies -- what you will provide, the type of program offered, what you expect from parents and from the children, discipline policies, the business aspects, etc.
3. Research Your Community Options
   a. Write a newspaper ad offering your child care services.
   b. Write a "position available" notice that would be sent to an employment agency for you to hire a staff person.
4. Phone Interview
   Make a list of questions you think parents will ask you when they call in response to your ad. How will you answer the questions?
5. References
   List three names, addresses and phone numbers of people you could give as references when people call. Think of people you have babysat for/worked for/others.
6. Personal Interview
   a. Write out a list of questions you think parents might ask you when they come for a personal interview. How will you answer the questions?
   b. What things do you think the parents will be observing about you and your services when they are conducting the interview?

Child Care Costs Jeopardy -- Game Directions

Child Care Costs Jeopardy -- Game Directions

Use the **Child Care Costs Jeopardy** transparency/game sheet. Cut individual pieces of lightweight card stock paper to match the size of the rectangles on the transparency/game sheet. Cut 16 rectangle pieces, one to cover each question when the transparency is placed on the overhead. Use a piece of tape around your finger or a piece of poster tacky to touch the top of the rectangles to remove them as the game is being played.

Rules:

1. Divide the class into two teams.
2. To start, please note the names of the categories at the top of each column. All of the questions below that title will relate to that topic.
3. Notice the numbers on the left side of the game sheet. Each row of questions is worth a certain number of points. The 10-point questions across the top row are the easiest. The 40-point questions on the bottom row are the hardest.
4. There are a variety of types of questions: T or F, short line indicating a one-word answer, a long line indicating a few words, and name or explain statements.
5. To start, I will remove the cover to a question. Participants will read the question as quickly as possible. When someone thinks s/he know the answer, raise your hand as quickly as possible. The first person on either side who raises his/her hand first will get the opportunity to answer the question.
6. If the answer is correct, that team receives ?? points and chooses the next category/point level/question.
7. If the answer is not correct, the other entire team can have the opportunity to answer the question. The team may converse 20 seconds to arrive at an answer.
8. If the second team answers correctly, they receive the total number of points.
9. If the second team answers incorrectly or incompletely, the question goes back to the teacher for the answer.
10. The team with the highest number of points wins the game.

It is important that brief discussion take place on a number of the statistics/issues during the process of playing the Jeopardy game. The speed of the game is not important, a clear, yet concise, understanding of the statistics and issues is what is important.

Child Care Costs Jeopardy

	COSTS	CHOICES	PROVIDERS	OTHER COSTS
10	The average cost per month for child care for one child is ____. $147 $213 $291	Which type of child care is chosen most often when the child is under age 3? family day care none center	T or F Parents often have difficulty finding adequate, quality child care.	Parents miss ___ to ___ days of work a year on the average due to sick children. 3/5 6/7 8/12
20	For the average family, ___% of their income goes to pay for child care costs. 6% 11% 20%	The top 2 child care choices for 3 and 4 year olds is ___ and ___. none center family day care relatives	The turnover rate for providers in child care facilities was ___ in 1988. 21% 41% 61%	The average spent on a baby in the first year in 1991 was ____. $3284 4623 5774
30	For low-income parents, child care costs average ____ of the monthly income. 22% 43% 56%	The top 3 child care choices for 5 to 12 year olds is ___, ___ & ___. center relatives none family day care in-home	What are three consequences of a high turnover rate among child care providers?	Estimates for raising a child from birth to age 18 is _____. $58,297 $73,428 $39,459 $100,817
40	Rank budget items from highest cost to lowest cost. taxes housing child care food	Which child care option is usually the most costly? family day care center in-home relatives	Why is it important to pay child care providers a fair wage?	What are three ways that child care costs impact the family budget?

Child Care Costs Jeopardy -- Answer Sheet

	COSTS	CHOICES	PROVIDERS	OTHER COSTS
10	The average cost per month for child care for one child is ____. $147 $213 [✓ $291]	Which type of child care is chosen most often when the child is under age 3? family day care$^{22\%}$ none$^{32\%}$ center$^{20\%}$	[✓ T] or F Parents often have difficulty finding adequate, quality child care.	Parents miss ___ to ___ days of work a year on the average due to sick children. 3/5 6/7 [✓ 8/12]
20	For the average family, ___% of their income goes to pay for child care costs. [✓ 6%] 11% 20%	The top 2 child care choices for 3 and 4 year olds is ___ and ___. none$^{21\%}$ center$^{43\%}$ family day care$^{17\%}$ relatives$^{16\%}$	The turnover rate for providers in child care facilities was ___ in 1988. 21% [✓ 41%] 61%	The average spent on a baby in the first year in 1991 was ____. $3284 4623 [✓ 5774]
30	For low-income parents, child care costs average ____ of the monthly income. [✓ 22%] 43% 56%	The top 3 child care choices for 5 to 12 year olds is ___, ___ & ___. center$^{14\%}$ relatives$^{25\%}$ none$^{49\%}$ family day care$^{7\%}$ in-home $^{3\%}$	What are three consequences of a high turnover rate among child care providers? Lack of consistency for child Not able to feel secure or build a relationship Change in teaching patterns Etc.	Estimates for raising a child from birth to age 18 is _____. $58,297 $73,428 $39,459 [✓ $100,817]
40	Rank budget items from highest cost to lowest cost. taxes^{3rd} housing^{2nd} child care^{4th} food^{1st}	Which child care option is usually the most costly? family day care$^{70-90}$ center$_{80-200}$ in-home$_{120-250}$ relatives$_{??}$	Why is it important to pay child care providers a fair wage? To attract and keep a skilled and stable workforce	What are three ways that child care costs impact the family budget?

What Can I Afford -- Case Study

Directions: Use the information that follows to develop a budget and to select options for child care for each of the three single parents.

Kate, Juan, and Francie are single parents living in the same apartment complex. Each has two children under the age of five. They each pay $350 in rent per month for a two-bedroom, one-bathroom apartment. The utilities are included in the rent. Each of them drive similar economy cars and spend or allow $180 per month for gas, upkeep, insurance and taxes. They make wise use of clothing and food resources by using sale items as often as possible, planning in advance, and using good shopping skills. They each spend $75 per month for clothing and $200 per month for food.

Kate works as a nurse's aide and earns $6.00 an hour. Her take-home pay is $875 per month.

Juan is an assistant manager on the night shift for a fast food restaurant earning $9.00 an hour. His take-home pay is $1,300 per month.

Francie is an office equipment technician and earns $15.00 per hour. Her take-home pay is $2,000 per month.

Budgets:

	Kate	Juan	Francie
Housing			
Transportation			
Clothing			
Food/Groceries			
Entertainment			
Health Care			
Child Care			
Savings			
Miscellaneous			
Other ________			
Total expenses:			

Take-home pay - total expenses = ____________

What options does each single parent have for child care?

Kate

Juan

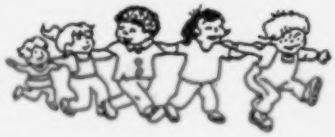
Francie

What factors influence your recommendations for options?

Can you think of/recommend some cooperative child care arrangements? Be specific.

What trade-offs do parents in single parent homes have to sometimes make when making choices about child care?

Working Parent -- Child Care Choices



Directions: Parents who work outside the home are a good source of information on child care issues, costs, and concerns. Interview a parent who works outside the home.

Age group of parent: 20 to 30 31 to 40 41 to 50 51 to 60

Number of children and ages:

Type of job:

Hours worked per week: Monthly salary: (optional)

What are your main concerns regarding your children?

What are your main concerns regarding child care for your children?

What are your present child care arrangements?

Are there any frustrations with your present child care arrangements? If yes, what are they?

What are some of the things you considered when choosing child care for your child/children?

What would be your ideal child care arrangement if money, time, and other constraints were not a part of the decision?

What are the average costs for child care for you each month? How do these child care costs affect your total budget/expenditures?

Quality Time Is ...

a positive interaction between parent and child. It is full, unhurried attention. Quality time can be peaceful and rewarding for both the parent and the child and can be a time for open listening, "taking in" the other person, trying to understand the other's point of view.

Looking Into My Future -- Quality Time

Directions: Look into your future as a parent-to-be. Make a list of "quality time" interactions you want to provide for your child/children or share in with your children.

Quality Time With the Baby:

Quality Time With the Toddler:

Quality Time With the Preschool Child:

Quality Time With the Grade School Age Child:

Quality Time With the Middle School Child:

Quality Time With the Teenagers:

Kansas Quality Performance Accreditation

Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

The Stay-At-Home Parent

Background Information

Stay-At-Home Parents Speak Out

The number of working mothers has increased in the past decade and will continue to do so in the nineties. But staying at home remains a valid and valued option for women or men who want and can afford to be with their families.

The following quotes are from parents -- mothers and fathers -- who chose to stay at home to care for their children:

"In the weeks and months following her birth, as I bathed Mindy and held her close and rocked her when she cried, I experienced incredible new emotions. We'd created a human being. We'd brought this beautiful child into the world. How could we put her in the hands of a stranger? Could any nanny love Mindy as I did? Would a caretaker's values reflect my own?"

"Though the transition took nearly two years, there came a moment when I knew in my heart that, yes, I had made the right choice, not only for my children but for me."

("I Quit My Job to Stay At Home With My Kids," Good Housekeeping, January, 1992.)

"As I searched for child care another problem I found was that the caregivers generally were women with their own children who took in extra kids to supplement their income. Even the best-intentioned person in the world would naturally respond to her own children more quickly and sensitively than to others. I worried also that my boys' bright inquisitiveness might be dulled by a caretaker who, though a kind and decent person, did not respond adequately to them. And on visits to family day care homes, I often observed a sitter relating to my children differently from the way I do."

"I came to see that the raising of children does not represent simple custodial upkeep. Rather, my children were learning lessons, making choices and being guided by the repetition of small human interchanges. Here, I began to worry, indelible impressions might be implanted about their place in the world, their relation to other people, and their own value. Finally, I realized that when I was at the office, I did not in fact ever really know what went on with my children."

"In time, my search for child care taught me a critical lesson: no matter how many licenses we issue, how many guidelines we establish or how much money we pay, it is impossible to have quality controls over the capacity of one human being to love and care for another."

"I had wanted someone who was loving and tender, with a sense of humor and an alert lively manner -- somebody who would encourage my child's creativity, take them on interesting outings, answer all their little questions, and rock them to sleep. Slowly, painfully, I came to the stunning realization: the person I was looking for was right under my nose. I had been desperately trying to hire me."

("What's a Smart Woman Like You Doing At Home?" Reader's Digest, Linda Burton, October, 1987.)

"For a man seven years into his career, a move to diapers full time was a "gear-shifting thing." But, it's one of the best things I've ever done. There's something between him and me that wasn't there between my father and I."
"Our first-born, Maria, had just reached three months. Soon, my wife's maternity leave would expire. So, our family faced some questions, routine ones for two-income couples. Would we hand over our bundle of unblemished hope to a day care center? Or to a babysitter? Neither seemed right, for we each craved a big hand in raising Maria. I cut back to two days a week on my job and my wife cut back to three days so one of us could be at home with Maria."
("Taking Baby Steps Toward a Daddy Track," Business Week, Keith Hammonds/ Robert Barker, April 15, 1991.)

"I was a working mom shortly after our daughter was born, until my husband and I sat down and really discussed the cost, not only in money, but in terms of our relationship and our daughter's development. The obvious decision was that I would resign, a decision we have not regretted. Our daughter is truly happy, healthy, well behaved and a joy to be around. She is secure in the knowledge that she is an important part of us, not just something else that needs to be dealt with."
("Stay-at-home moms speak out," Ladies Home Journal, Patrice Carpenter, November, 1989.)

"My husband and I agreed to live within a very limited budget in order that I may be the sole caregiver of our children. Although I do not receive a salary, I consider my "career" one of the most satisfying, fulfilling and at times stressful job in society. Home making is an exciting and rewarding job and should be viewed as more than a leave of absence from society."
("Stay-at-home moms speak out," Ladies Home Journal, Shelli Rehnert, November, 1989.)

"There's a popular impression that involved dads tend to be intellectuals who have rejected the American 'tough guy' stereotype. But there are also churchgoing, family-centered working men who just say, 'No way am I going to let anyone else take care of my kids.'"
("Dad: New and Improved," American Health, Scott Coltrane/Lisa Schroepfer, June, 1991.)

"At first I felt silly pushing a stroller. Surely this wasn't a feminist thing to do. But I found joy in watching her blow bubbles and play with her toes. Such simple things hit me as miraculous. I was the first one to feel her first tooth, and I laughed at her spitting out her first taste of cereal. When she learned to say "mommy" and held up her arms to me, I was always there to pick her up."
("Staying Home," American Baby, Claudia Morrell, July, 1990.)

"In just the past two years, a quiet counterrevolution has begun, It's a woman's revolution that has gone unnoticed by journalists, women's magazines, and the feminist press. Women are exiting from the labor force. Demographers are seeing the beginning of a change: the two paycheck family is on the decline; the traditional one-paycheck family is now the fastest-growing household unit."
"From an economic perspective, the plunge in interest rates has made it possible for a woman to both stay at home and have a home. Moreover, the average working woman's real wages have remained so low that it doesn't seem probable she would want to work. After paying for chid care, lunches, bus token and a working wardrobe, she might find herself working for free or for very little."
"At present, women of child-bearing age are flocking back home. The trend line is sharpest among women 20 to 24: within that cohort, participation in the labor force peaked several years ago, and is now beginning to drop. Among women 25 to 34, the percentage engaged in the labor force has flattened. And among older baby boomers, participation is climbing at a slower rate. Why? "I don't want to go to work so that my daughter can go to day-care -- or so I can support a babysitter. We want to be sure we have a strong family unit."
("A Change of Place," Barron's, Maggie Mahar, March 21, 1994.)

Concerns and Stresses of Stay-At-Home Parents

Over the past few years most of the discussions on the stress of a new parent's "multiple roles" -- being a spouse, parent, worker, and friend -- have been aimed at mothers who work outside the home. However, for those parents who are at home caring for children full time, stress is just as real.

Stay-at-home parents expressed the following concerns and stresses:

- Feeling isolated and lonely; all of my friends were working and wanted to spend evenings with family; working friends had little extra time for friendship relationships
- Missed having some day-to-day adult connections
- A loss of self
- Missed bringing home a paycheck and the extra money to spend
- Changes in buying and spending habits
- Loss of that feeling of independence; another person determined my schedule
- Caring for a child's constant needs; number of illnesses a child develops
- When getting together with working friends they want to talk about work; I wanted to talk about children and being at home; we had fewer things in common
- Having no time off
- Feeling pressured to be supermom
- Having little control over your daily activities
- Having others/society regard your occupation as low-status
- Research indicates that the greatest stress in the workplace is felt by workers whose jobs give them little control. Having small children at home definitely fits into this category, especially with newborns and infants whose schedules are irregular or nonexistent.
- One of the contributors to lack of control is the stress or upset related to not getting anything fully completed, a problem called "fragmentation." The at-home job of child raising is filled with uncompleted projects and sudden changes of plans.
- A constant barrage of questions from friends:
  "How can you stand staying home all day?"
  "Aren't you bored?"
  "When are you going back to work?"
  "What about your career?"
  "Think about how much nicer you could live if you had a second income."
- Often a woman feels guilty because her parents invested a large amount of time and money in her education, or because she feels like she's not the kind of woman her husband married. Friends think she is wasting her skills. She often doesn't consider her own personal happiness as a criteria for how she chooses to spend her time.
- A lack of support from society as a whole; people "expect" all women to want to work and wonder what's wrong when you don't.

Solutions to the Stresses of Staying at Home

There are ways to deal with the stress of being a stay-at-home parent. Consider some of the following:

* Take time for a break; the old saying "sleep when the baby sleeps" is still great advice -- at least try to rest. At home, you are the only one who can give yourself a break.

* Exercise is a well-proven stress buster. Consider taking a class, joining a health club, or just walking around the block. The key is to have a regularly scheduled activity that you enjoy, so you are motivated to do it.

* Find a helping hand. Let someone else be in charge during part of the day or at least once during the week -- this may relieve some of the stress of always being on the job. Many at-home parents take a break when the spouse gets home. Hiring a sitter for even an hour, once or twice a week, so you can have time to yourself, can be an effective break.

* Be aware of the peak stress times -- yours and your household's -- and then try to reduce the tension at those times.

* To help with the stress of "fragmentation" (not getting anything fully completed), use time management tips. Assign priorities to the tasks at hand and work on the most important tasks. Find ways to accomplish the important tasks in steps.

* To help with the stress of "a low-status" job, make a list of the advantages of motherhood or fatherhood and being at home; periodically review your reasons for staying home to reaffirm yourself and your decision. It is extremely important to be able to take pride in what you do.

* The stress from cutting back from two pay-checks to one can be great. Budget adjustment pressures are stressful. The best first step is to make out a budget based on one income, and get a handle on the areas where cutbacks can be made.

* Meeting and developing relationships with other parents who stay at home can support you in your decision, provide an opportunity to discuss things you have in common, and provide a social outlet for you during the day. Sometimes these stay-at-home parents form support groups and/or babysitting coops. In a babysitting coop, the parents trade hours of babysitting. Not only does this provide a break from the constant demands of child care, it also provides social interaction for your child with other children and at no cost -- which is important on a one pay-check budget.

* The use of occasional or regular child care to provide time for yourself is sometimes difficult for stay-at-home parents to do because of the commitment they feel toward their work. Most people are more effective at what they are doing if they have time for themselves to relax and to do some of the things they want to do just for themselves.

* In general, all jobs have their own responsibilities, rewards, stresses, and satisfactions. The stresses of being a stay-at-home parent should be addressed with as much concern as any on-the-job stress. Appropriate techniques for managing job stress are as follows:
    1. Recognize the problem;
    2. Assess your degree of control over the situation;
    3. Identify what you can change, and change it;
    4. Learn to live with what cannot be changed.

Teaching-Learning Interaction

Advantages and the disadvantages of staying home

LC SS
BWF A C D I
WPBS 4 6 9 10

1. Handout: **Home Alone ... With the Kids** (I 109)

   Divide students into cooperative learning groups to complete the handout. They are to list advantages and disadvantages of staying at home with children. Each advantage/disadvantage must start with the letters in "stay-at-home parent."

   After completion, share some of their ideas with the class.

   Discussion Questions:
   - Was it easier to come up with advantages or disadvantages? Why?
   - Did some people consider something an advantage that you would have said was a disadvantage, and vice versa?
   - Do all jobs, parenting included, have advantages and disadvantages? Why is that?

LC SS
BWF A C D I
WPBS 12

2. Handout: **Stay-At-Home Parents Speak Out -- Background Information** (I 103, 104)
   Handout: **Concerns and Stresses of Stay-At-Home Parents -- Background Information** (I 105)
   Handout: **The Stay-At-Home Parent** (I 110)

   Have students read the background information and summarize it on the worksheet.

   Discussion Questions:
   - How many of the concerns/stresses found in the background reading were the same as what you had listed in the first teaching-learning interaction?
   - Did you list some of the same benefits/advantages?
   - If you had to identify the stress that you think would have the most impact on the parent's and child's well-being, what would it be? Why?
   - What do you think the greatest benefit/advantage would be? Why?

LC SS
BWF A C D I
WPBS 4 9 10 11

3. Handout: **Working At Home -- The Stay-At-Home Parent** (I 111)

   Each student is to interview a parent who works inside the home/stays at home with the children. Share the results of the interviews in class discussion. Compare and summarize findings.

LC SS
BWF A C D I
WPBS 4 6 8 9
10 15

4. Handout: **A Parent At Home -- Case Studies** (I 113, 114)
Handout: **Solutions to the Stresses of Staying At Home -- Background Information** (I 106)
Handout: **Practical Problem Solving Think Sheet** (I 115, 116)

Divide students into cooperative learning groups and assign one case study to each group. Using the background information as a resource, students are to solve the problem in the case study.

Share and compare solutions and the justification for that choice.

Debriefing

Content: How do the advantages and disadvantages of staying at home to care for children impact the well-being of the individual parent and the child/children?

In the case studies, which parent could you relate with the most?

Process: How were the interviews beneficial in examining the benefits and the stresses of being a stay-at-home parent?

How was it beneficial to use the practical problem solving process to solve the concerns/stresses of the parents in the case study?

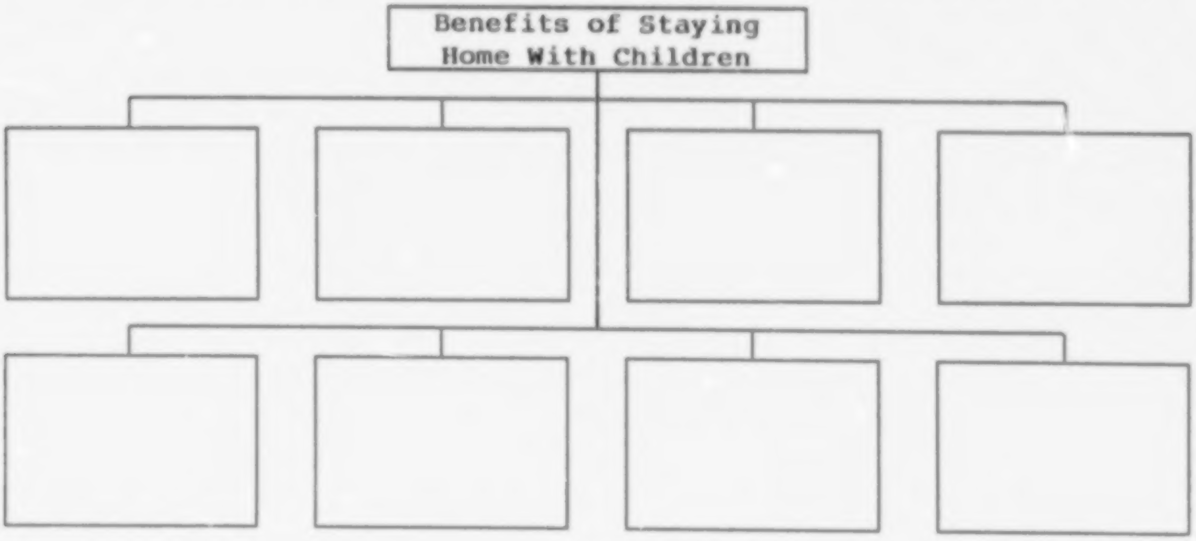
How can you use the practical problem solving process to solve personal and family problems?

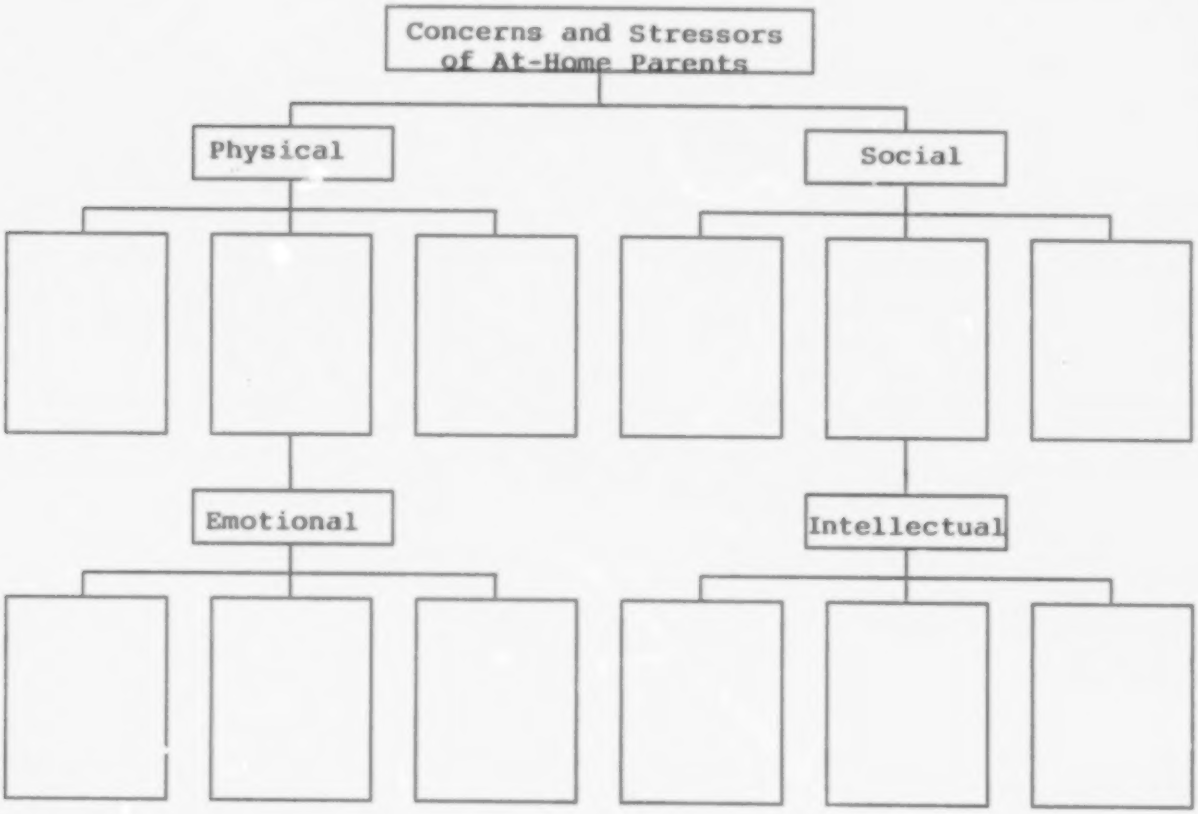
Home Alone ... With the Kids

Advantages	Disadvantages
S	S
t	t
a	a
y	y
a	a
t	t
h	h
o	o
m	m
e	e
p	p
a	a
r	r
e	e
n	n
t	t

The Stay-At-Home Parent

Directions: Summarize the background information on this chart.


Benefits of Staying Home With Children


Concerns and Stressors of At-Home Parents
Physical
Social
Emotional
Intellectual

Working At Home -- The Stay-At-Home Parent

Directions: Parents who choose to stay at home to care for their children are a good source of information regarding the benefits, concerns and stresses of this choice. Many of these parents also utilize child care on an occasional or irregular basis. Interview a parent who works at home/stays at home with children.

Age group of parent: 20 to 30 31 to 40 41 to 50 51 to 60

Number of children and ages:

Estimated number of hours spent on child care each week:

What are/were your reasons for staying home to care for your child/children?

Did you have "second thoughts" or concerns when you made that decision? If yes, please explain.

What were you doing (job, home, school) before choosing to stay home with children?

Was it easy or difficult making the transition to staying at home?

What are some of the stresses or concerns you have because of staying home to care for your children?

How do you handle these stresses or concerns?

What are the main benefits of staying home to care for children? Which of these benefits were expected? Which were surprises?

Are there any drawbacks for you, your child, or your spouse as a result of staying at home to care for children? Is yes, what are they?

Do you use occasional child care? If yes, what are the arrangements and the reasons for using supplemental child care?

A Parent At Home -- Case Studies

Maria worked as an electrician for seven years before their first baby, Santos, was born. Maria and her husband agreed that she would stay home with the baby. They felt they could do the best job of raising their son. The emotional bond with Santos was more than Maria had ever imagined that it could be. She loved being there for the special moments, as well as, the daily, routine interactions. Yet, within months, Maria found herself struggling with several concerns.

There was a big void in her relationships with other adults and Maria missed those social interactions immensely. Her friends at work had always been a support to her, and now, they weren't a very big part of her life anymore. When she called her friends, they seemed so busy and were unable to talk for very long. They only wanted to talk about their work and their busy schedules. They only gave passing concern for Maria's baby-related and other stay-at-home conerns.

Maria also missed the outdoor activity that she had become so used to with her work as an electrician. Too often she felt like she was in hibernation with the baby, tied down by someone else's schedule and demands, and with little opportunity or freedom to go and do things. Then, she'd feel guilty for feeling that way. After all, she had made the decision to stay home with Santos and it was what was really best for him and for her.

Four years ago after the birth of their first baby, Sandra and Stan made the decision that Stan would give up his job in order to stay home with the baby. When a second child came along three years later, Stan felt equally eager to continue in his full time parenting role. He enjoyed his relationship and the special closeness he felt with his oldest son.

Now, with two active children, Josh, age four, and Greg, age one, Stan finds himself with many unfinished projects and tasks each day. With just one child he used to do a little free lance work, but he hasn't even considered that possibility in the past year since Greg was born. He misses the outside work and interaction with other adults, but finds that the needs of the children don't often wait until "later" when it might be more convenient for his schedule. Also, he's finding out that the two distinctly different age groups of the boys presents some challenges from eating habits to playtime activities to napping times. Stan tries to get some things accomplished while the boys nap, but it's pretty rare that they both nap at the same time or Josh's naps are so short that it hardly seems worth the time to get a project started before he's up and going again.

By late afternoon, Stan feels stretched to the limit and finds himself becoming impatient quite easily. Then, he feels bad about being short-tempered with Josh and Greg because he really values his time and interactions with them. They have a relationship that he and his father never had.

Stan tried to get out early in the morning to do some running before his wife left for work. However, too often he would end up running into a previous co-worker that thinks it's great fun to call Stan "Mr. Mom". Every time he sees Stan he goes on and on about how he can't understand how any man would want to stay at home with his kids. Stan tries to not let it bother him, but it does anyway.

Beth and Mark both held jobs for a number of years before their first baby, Erin, was born. When Erin was born they were both in a "growth" stage in their careers and opted on child care for her. With several changes in child care arrangements and providers over a period of several years, Beth and Mark decided something had to change when their second child, Ben, was born. Neither Beth nor Mark wanted to give up their careers they had worked so hard to build, yet, they weren't satisfied with any of the previous child care arrangements for Erin and they were feeling pressured in trying to keep up with everything.

Both Mark and Beth approached their managers for the option of part-time work. Now, Beth stays home with the children three days a week, while Mark is home the other two days.

The arrangement sounded like the perfect solution -- and they did enjoy the quality time with their children, not having to get up and rush around in the morning getting everyone ready to leave by a certain time, and being able to see the "firsts" as the baby experienced them. It sounded so perfect and workable that both Mark and Beth were surprised with the resulting stresses that seemed to occur almost immediately.

Within a month their checking account was overdrawn by several hundred dollars. Without two full paychecks they knew they'd have to cut back, but they didn't expect this.

Also, the arguments over who should be doing certain household tasks and errands on his or her days with the children have intensified, with neither one understanding why the other person can't get more accomplished when they are home with the children.

With one of them home full time they felt sure that life would be less pressured, but each one of them is actually feeling more pressured. The lack of control over the schedule, not being able to get things accomplished, the unpredictability of children -- all of these things were creating stress and conflict.

Practical Problem Solving Think Sheet

1. Recognize the Problem

State the problem to be solved

List factors about the context of the problem that will influence the solution

Resources available:	financial, material, human resources
Situational factors:	rules or laws governing behavior, time, etc.

Identify desired outcomes for this problem

2. Evaluate Information Needed to Solve the Problem

List factual information about this problem

What information do I need to solve this problem?
Where can I get this information?
How do I know when I have enough information to solve it?

List value information about this problem

Consider core values that have become norms of ethical conduct: honesty, integrity, trustworthiness, loyalty, fairness, caring, respect, responsibility, pursuit of excellence, accountability

3. Analyze Choices and Consequences

Choices:	Consequences for Self:		Consequences for Others:	
	Positive	Negative	Positive	Negative

4. Select the Best Choice

Choice:

Does it meet my criteria for best choice?
Is it best for the well-being of self and others ... long-term?
Is it workable for the situation ... for reality?
Is it based on reliable, adequate information?

5. Outline a Plan for Action

Actions:	Order in which to be done:	Completion Date:

Resources and assistance needed to complete the actions:

Determine the barriers that might hinder you from taking action:

6. Note the Results of the Solution

Identify reasons why the solution was best for self and others

Do my actions reflect the decisions made?
Are my actions solving the original problem?
Are my intended actions achievable in this situation?
Are my actions ethical?
Do my actions enhance the well-being of myself and others?
Will my actions result in positive long-term consequences?
Would I take the same action again?
Do my actions reflect the best I can do in this situation?

List what you have learned from solving this problem

What have I learned?
How will I handle similar situations in the future?

12
11
1
10
2
Time
9
Management
3
8
4
7
6
5

Time Management

Perennial Problem

What should be done about managing family and work decisons?

Practical Problem

What should be done to help students understand the importance of time management in family and work decisions?

Learner Outcomes

The student will:

1. Examine perceptions of time and recognize how that impacts the balance of work, family, school, and leisure time in his/her life.
2. Comprehend the importance of time management in balancing work/school and family.
3. Analyze the balance/imbalance of self, family, school/work in his/her life.
4. Recognize activities or other uses of his/her time that could be chosen if time management skills were employed and "extra" time was available.
5. Examine the utilization of his/her time and the impact on family and work choices and decisions.
6. Determine priorities and implement a personal time management action plan.
7. Incorporate time management skills in his/her lifestyle.

Supporting Concepts

Perceptions of Time

- A. What is time management?
- B. Why manage time?
- C. Balancing work/school, self, and relationships
- D. Where the time goes
- E. Perceptions of time expenditures
- F. Time misconceptions

Analyzing Time Expenditures

- A. Time audit
- B. Analyzing the time audit
- C. Identifying prime time
- D. Setting priorities
- E. Handling interruptions
- F. Consolidation of tasks
- G. Common time wasters

Time Management Skills

- A. Time management tools
  - 1. Calendar
  - 2. Daily to-do lists
  - 3. Tickler file
  - 4. Simplify and organize
  - 5. Desk and work space
  - 6. Handling interruptions
  - 7. Procrastination
- B. Family time together
- C. Leisure time
- D. Planners
- E. Action plan

Resources

Marion Hayes, Practical Time Management, Crisp Publications, Los Altos, CA, 1991.

Lucy Hedrick, 365 Ways to Save Time, Hearst Books, New York, 1992.

Lucy Hedrick, 365 Ways to Save Time With Kids, Hearst Books, New York, 1993.

Edwin C. Bliss, Doing It Now, Bantam Books, 1983.

Dru Scott, How to Put More Time In Your Life, Signet Books, 9th Printing, 1981.

Kenneth Blanchard and Spencer Johnson, The One Minute Manager, Berkley Books, New York, 1984.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓ A. Read and comprehend a variety of resources.
- ✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓ B. Write and orally communicate for:
  - ✓ 1. clear articulation,
  - ✓ 2. analysis,
  - 3. conceptualization,
  - 4. synthesis, and
  - ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- A. Apply problem-solving skills.
- ✓ B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓ A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Perceptions of Time

Background Information

Balancing Act

Though the word "work" is often associated with paid employment outside the home, it is used in contexts that imply a wide variety of meanings. These meanings can be categorized into two groups:

1. "Work" can mean a product (good, service, thing, or idea) that is a result of effort and has economic, social, and/or personal value to individuals, families, or society.
2. Work can also be a process, or action or activity itself. This kind of work refers to conscious action directed toward completing a particular goal.

In either category, work can be a source of personal satisfaction, a place to go to interact with others, a way to enhance personal development, or a way of earning money to buy things. In fact, the activities that happen in a family may be considered work. The work of the family can include nurturing other family members, creating or obtaining resources for use by family members, or creating and maintaining a living space for the family.

Students are workers, whether they are employed or not. School and extra-curricular activities involve many of the same responsibilities, time commitments, and conflicts with personal and family life as paid employment. Adolescents are also engaged in the work of the family, with increasing responsibility for family resources and the care of other family members as they make strides toward their own independence.

Work does not exist in a vacuum, nor do individuals and families. Families do affect the workplace. According to a 1985 Boston University study, nearly one-half of the employees interviewed associated depression at work with the strain of holding a job and raising a family at the same time. Workers who experience basically stable home environments with minimal frustrations are generally more dependable, productive workers. Basic skills and abilities learned at home are carried over into the work world. The workplace affects families. Direct results of employment, such as income, economic benefits, and job satisfaction, clearly affect family life.

Balancing life to include an equal distribution of time and energy for career, relationships, and self is often a difficult task. Women who work outside the home still assume the major responsibility for the home and family. Men are struggling to grow more comfortable with shared family life. Just as women should not be denied the opportunity for a self-fulfilling, challenging career, men should not be deprived of fatherhood and a life apart from their careers.

The most common stressors involved in balancing work and family responsibilities are overload and interference. Overload is experienced when the number of responsibilities for one or more roles is greater than the individual can handle adequately or comfortably. Interference exists when responsibilities conflict and individuals are required to do two things at the same time. Family-related demands such as large family size, conflicts within the family, low spousal support, managing household tasks, finding quality day care, and managing time, stress, and energy are all related to conflict situations in balancing work and family life. Family changes such as divorce, death, new relationships, and increased expenses are also associated with work and family conflicts.

The way in which families balance work and family life varies from one family to the next. The balance depends on the family's values and goals. To help achieve a healthy balance between work and family life, families need to learn to develop strategies for team management, high-quality family communication, stress management, delegation and prioritization of family work, and support systems. Flexible occupations and work hours, careful timing of family role demands, mutual support, understanding, consideration, and cooperation are also strategies for helping to alleviate conflicts between work and family life.

Developing a balance between work and family is an important life task. Essential are strategies for managing time, energy, and money. The degree of success in creating this balance contributes to the happiness and well-being of today's family and leads to increased productivity and job satisfaction in the workplace.

Perception of Time

Time is different from other resources that you can generally put your hands on and manage. We can't really manage time -- we can only manage ourselves in relationship to time.

Before analyzing your time, understanding what time management is not is vital. Time management is NOT going at a fast pace all day to get everything done. If you feel like you get up in the morning and "hit the floor running" and continue that pace all day, that is NOT time management. Time management is not a matter of going faster. Remember the saying: "The hurrieder I go the behinder I get." Speed alone is not the answer to time management.

To understand and apply time management principles, you must know how you use your time, problems you encounter in using it wisely, and what causes the problems. From this base you can learn to improve your effectiveness and efficiency through better time management.

Teaching-Learning Interaction

What is time management?

LC
BWF E J
WPBS 1 6 8 9 10

1. Have students form cooperative learning groups, discuss their **definitions of time management**, and through consensus write one definition. A representative from each group will write their definition on a class master transparency. As a class, compare and contrast definitions.

   Transparency: **Think-Pair-Share -- Time Management Affects the Balance** (J 11)
   Based on the definitions each group wrote, discuss how time management affects balancing school, family, work and leisure time. Compile a list and share with the class.

   Discussion Questions:
   - Why were there so many different definitions of time management?
   - After hearing all of the definitions, would you add to your definition, delete from it, make major changes, or keep it as is? Why?
     Have each student write their own final definition they want to use as a basis for this unit.
   - How great of an effect does time management have on balancing school, family, work, and leisure? Why?
   - What happens to the balance if we don't use time management?

Why manage time?

LC
BWF E J
WPBS 1 6 8 9 10

2. Handout: **Balancing Act Background Information** (J 5, 6)
   Handout: **The Balancing Act** (J 12)
   Students are to continue in groups, review the handout information, and jot down three significant things they gained from the material that did not come up in previous class discussion. Share one idea from each group.

   Give each student three crayons. Using The Balancing Act handout, students are to color in segments representing how they see the present balance in their lives. The lines drawn on the pie chart on the handout will be ignored by the student as they color in segments to fit their life balance. However, before the students are able to color, they need to do a rough sketch of their day/time usage and determine the percentage of time they spend on relationships, self, and work and/or school. After computing the percentages, then they are ready to color.

LC
BWF E J
WPBS 1 8

3. Handout: **Balancing Work/School, Relationships, and Self** (J 13)
Working individually, students are to read the case studies, draw lines in the corresponding circles to show the relationship/time usage between the three areas. After completion, compare pie charts with members in a small group.

LC
BWF J
WPBS 1 8

4. Transparency: **Think-Pair-Share -- The $86,400 Question** (J 14)
Transparency: **Where The Time Goes** (J 15)
Handout: **What Did You Do This Week?** (J 16)

Review the transparency information with the students. It reads: "If $86,400 was placed in your checking account tomorrow and you were told that you could spend as much of it as you wanted, however, the money that was left in the account at the end of the day would be taken away forever. You would never get another chance to spend it. What would you do with your day and your money?

Upon completion of the Think-Pair-Share, tell students: "Wouldn't you do everything in your power to spend every penny of that $86,400 and enjoy it to its fullest? This is what happens every day with our time. We are given 86,400 seconds every day and we only get to spend it or use it once. After that day is ended, the 86,400 seconds are gone forever. Time is an equal opportunity resource. Everyone has the same amount -- 86,400 seconds each day or 168 hours each week. Time is nonrenewable and cannot be saved, stored, borrowed, nor recycled. All of us have an equal amount of time each day to use, and it is how we control or manage our time that differentiates our success from that of our friends or family members."

Students are to move back into small groups and discuss how they feel about time management after completing this exercise.

Show the transparency Where the Time Goes and review with the students. The point to this transparency is that we should set priorities and plan ahead so that we end up using our time in the way we want it to be used instead of using time doing things we don't want to be doing.

Students are to complete the handout **What Did You Do This Week?** (J 16)

Perceptions of time

LC
BWF J
WPBS 1 9

5. Transparency: **Time Misconceptions** (J 17)
Ask students: "Since we all know that we never get a second chance to use time wisely, what keeps us from using it wisely the first time through?"

Show transparency and explain: "Let's look at some misconceptions about time -- the misconceptions that sometimes cause us to think we have no control over how we manage our time."

- "Time flies." It only goes one speed. It may seem to go faster when we are doing something we like or are holding the hand of someone we love. And, it may seem to go fairly slowly when we are sitting in the dentist's chair. However, the time goes the same speed for all of us.
- "I'd love to if I only had more time." All of us have the same amount, 86,400 seconds a day or 1,440 minutes a day. We can't borrow time; can't store it; can't save it; nor can we recycle it.
- "I'll do it when I get around to it." Rather, we should say, "I'll do it if I decide to do it." If something is important to us, we need to make a decision to schedule it and do it. Example: "I'll clean out my closet if I get around to it." If the closet cleaning is important, then schedule it. Otherwise, admit to yourself that the cleanout is not a priority, cross it off of your mental list, and quit feeling guilty or making excuses for not getting it done.

These misconceptions lead us into thinking that we have very little control over our time.

LC M
BWF J
WPBS 1 8

6. Transparency: **If you save 10 minutes each hour** (J 18)
Handout: **Perception of Time Background Information** (J 6)
Ask students: "Have you ever wished for just 10 more minutes in each hour? Surely this

extra time would relieve the tremendous pressure under which many of us live and work/go to school."

Have students jot down two things they would do if they had ten extra minutes each hour during the school day; during their work time; during their personal/leisure time. Have students share some of their ideas.

Evaluate with the students whether these activities are short tasks or ones requiring longer lengths of time.
Tell students: "Some people would think in little increments of time -- tasks that could be completed in ten minutes. Others may think in big increments of time -- the larger tasks you could complete with an accumulation of a lot of ten minutes."
Review the transparency If you save 10 minutes each hour...
Review the information in the handout Perception of Time Background Information

Debriefing

Content: How does time management impact the balance of of work/school, family, and time for self?

What differences are there between individuals and family members in how they manage time?

What activities or other uses of time would you choose if time management skills were employed and you had "extra" time? Other benefits?

How do time wasters affect the balance of work, school, family, and self?

Process: Why was it beneficial to keep a time log and complete an analysis of the time log?

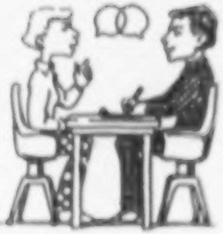
How was it beneficial to identify ways to make better use of time?

How did you implement your personal time management action plan?

Time Management Affects The Balance

Think

Pair



Share

Based on the time management definitions, how does time management affect the balancing of school, family, work and leisure time?

Compile a list of ways.

Time Management J 11
TLI # 1 / Transparency

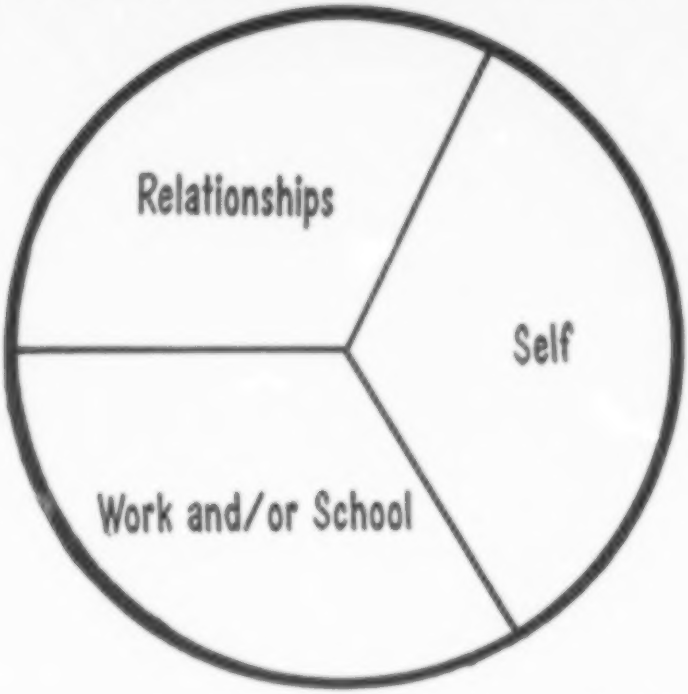
Time Management J 12
TLI # 2 / Handout

The Balancing Act

Work and/or School: Having a job, maintaining a home, doing volunteer work, or going to school

Relationships: Activities involved in relating to family, friends, and others.

Self: Eating, sleeping, exercising, and pursuing hobbies and leisure activities.


Relationships
Self
Work and/or School

Balancing Work/School, Relationships, and Self

Directions: After reading each case study draw lines in the corresponding circle to show the relationship between work and/or school, relationships, and self. Include all three aspects in each circle. In small groups, share your conclusions and list the possible consequences.

○

Karen attends high school and has a part-time job. She works weekends and at least three nights a week. Whenever she can, she fills in for others at work. She spends any nonwork time doing homework or studying. Her friends complain that they never see her and that she's always backing out of social activities in order to work. Her family complains that she is never at home and doesn't handle her share of the household responsibilities.

○

Craig hates school and does just enough to get passing grades so he can graduate. He spends most of his time socializing and goofing off. After school, he listens to music, watches television or goes to the video game arcade. Occasionally, he goes out with friends. His mother would like to see him get some work experience so that he can start thinking about what he wants to do after high school, but Craig hates to do any kind of work. After all, this is the time in his life to have fun.

○

As a teenage single parent, Monica is concerned about her child receiving the best care possible. She reads everything she can about nutrition and child care. When she is at school, her child is cared for by a government subsidized day care center. Her time outside the school day revolves around her chlid. Quite often her small apartment is a mess because she puts off doing household chores and plays with her child. After Monica's child goes to bed, she uses the remaining time to study, oftentimes going to bed late into the night.

○

Mr. and Mrs. Reyes are a two-income couple with three small children. Mrs. Reyes' job has changed a great deal due to downsizing within the company. She now does the jobs that one-and-one-half people used to do. To get the work done she often stays late. Sometimes when Mr. Reyes has to go somewhere and she needs to be home, she brings work home to do. She has difficulty getting the work completed at home because her children are constantly interrupting and wanting her to play with them. On Saturday mornings she tries to go down to the local YMCA to work out, that is, if she doesn't need to go into work.

Write a case study about yourself on the lines below. Complete a circle depicting your life.

○

____

____

____

____

Think

Pair

Share

The $86,400 Question

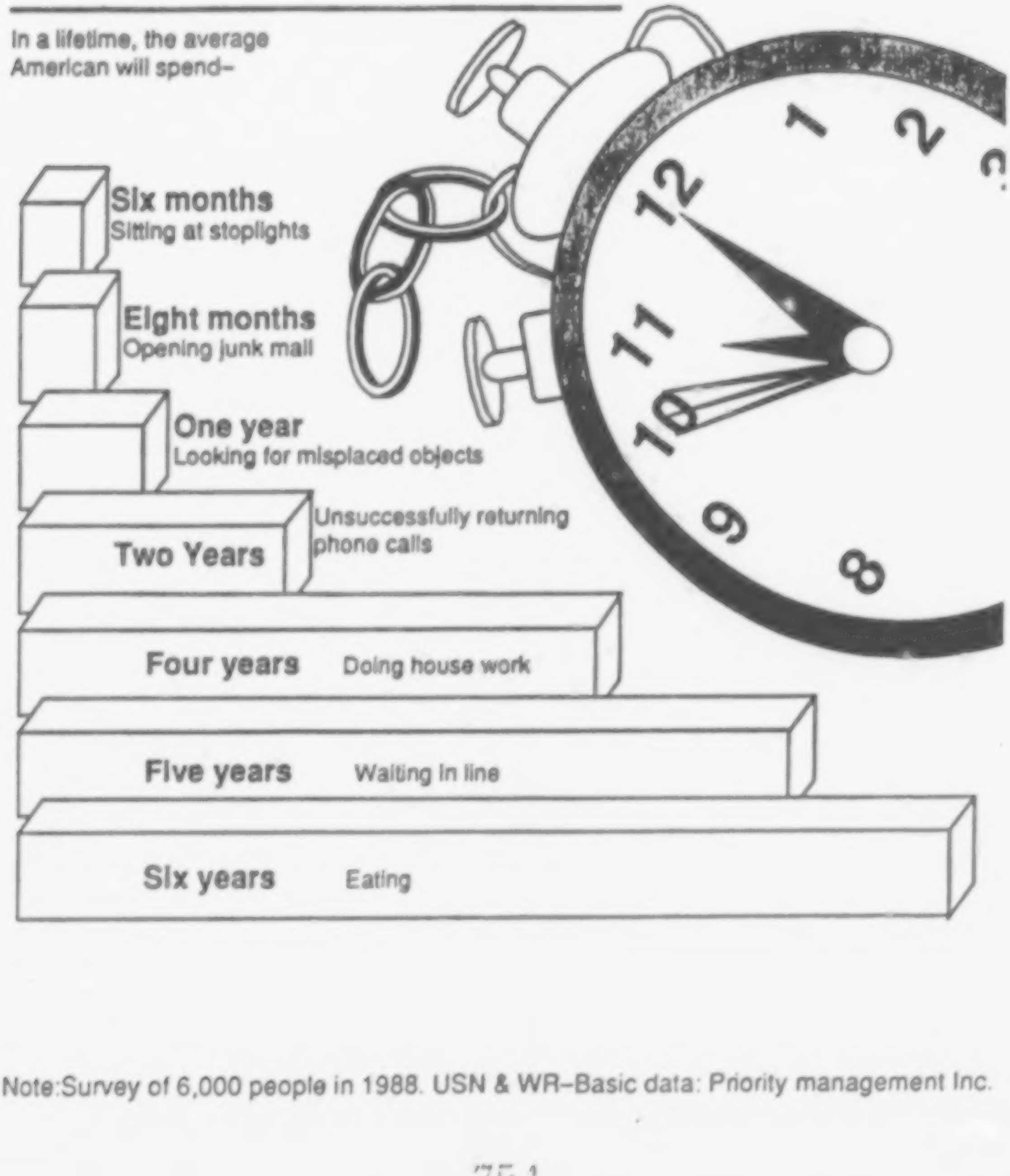
If $86,400 was placed in your checking account tomorrow and you were told that you could spend as much of it as you wanted, however, the money that was left in the account at the end of the day would be taken away forever. You would never get another chance to spend it.

What would you do with your day and your money?

Time Management J 14
TLI # 4 / Transparency

Where the Time Goes

In a lifetime, the average American will spend–



Note:Survey of 6,000 people in 1988. USN & WR–Basic data: Priority management Inc.

Time Management J 16
TLI # 4 / Handout

What Did You Do This Week?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7

1. What was the high point of this week?

2. What did you "put off" this week that should/could have been done?

3. Did you do anything this week that required more than 3 hours? What?

4. What did you do this week you wished you hadn't spent time on?

5. How was this week different from last week?

6. What is one thing you wish you had finished this week?

7. Did you make any plans for future events this week? What?

8. What local events affected what you did this week?

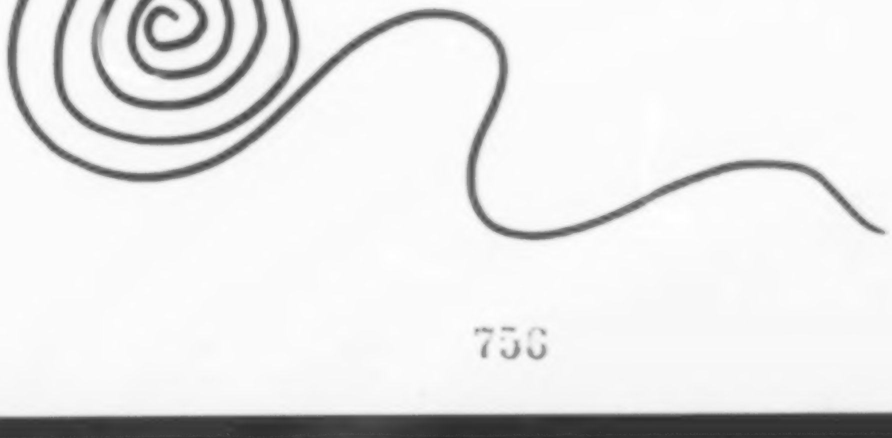
9. List one way this week could have been better.

Time Misconceptions

"Time flies."

"I'd love to if I only
had more time."

"I'll do it if I get around to it."



Time Management J 18
TLI #6 / Transparency

If you "save" 10 minutes each hour...

14
1
2
3
4
5
6
7
8
9
10
11
12
13

10 minutes x 8 hours = 1 hour 20 minutes a day

1 hour 20 minutes x 5 days = 6 hours 40 minutes a week

6 hours 40 minutes x 4.3 weeks = 28 hours 40 minutes a month

28 hours 40 minutes x 12 months = 344 hours per year
(20,640 minutes)

344 hours per year = 43 8-hour days = 8 2/3 weeks = 2 months

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓ A. Read and comprehend a variety of resources.
- ✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓ B. Write and orally communicate for:
  - ✓ 1. clear articulation,
  - ✓ 2. analysis,
  - ✓ 3. conceptualization,
  - ✓ 4. synthesis, and
  - ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓ A. Apply problem-solving skills.
- ✓ B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- A. Work collaboratively in teams.
- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Analyzing Time Expenditures

Background Information

Time Management Skills

1. Time Audit
2. Handling Interruptions
3. Consolidation of Tasks

Time Audit

Ford Worthy stated in his article "How CEO's Manage Their Time," that "There is no point in trying to manage your time unless you are willing to change the way you spend it."

The best starting place to improve use of time is to determine the extent to which you control the time available to you. No one has total control over a daily schedule. Someone or something will always make demands. However, everyone has some control, and probably more than they realize. Even within structured time, there are opportunities to select which tasks or activities to handle and what priority to assign to that task.

Analyzing how you presently use time is the first step to achieving better control of it. You must have specific, reliable information before you can determine opportunities for improvement. The best way to gather information is to keep a time log. Once the information has been recorded, you should examine it. A careful analysis can often earn you another 8 to 10 hours each week to spend on activities of your choice.

Prime Time and Its Value. Prime time is that time of day when a person is at their high point of the daily energy cycle. It is the time when the person feels most energetic and efficient and has the desire to accomplish the major tasks or pleasures of the day.

Structure the day according to natural energy levels. During the prime time do the most important/crucial/stressful tasks and decisions. During moderate energy levels, do routine tasks. And during the lowest time, use as quiet time for yourself.

The difficult aspect of prime time is in the environment of the family. When you have several people in your environment, rarely will the energy levels match. What do you do when you have family responsibilities and it is your low energy level?

Handling Interruptions

Interruptions are the greatest destroyer of time and productivity. In the average workplace, interruptions occur every 6 to 9 minutes. The interruption alone takes time, however, recovery time to physically and mentally get back on task is 4 to 5 minutes.

If you are interrupted every 6 to 9 minutes during an 8-hour day, how many times would you be interrupted with the necessary recovery time following it? It would be approximately 53 to 80 times, with an average of 66 times.

66 times 4 minutes = 264 minutes or 4 hours and 24 minutes

We need to reduce the total, frequency and length of interruptions.

Use the "Priorities" matrix to determine the urgency of the task to be completed. Note: People will vary on their opinions of what is important and urgent.

Quadrant 1 -- High Importance, High Urgency
Quadrant 2 -- High Importance, Low Urgency
Quadrant 3 -- Low Importance, High Urgency
Quadrant 4 -- Low Importance, Low Urgency

Consolidation of Tasks

Tasks that are often repeated every day several times a day can often be consolidated, that is, grouped together to be completed at one time.

Examples: phone calls, paperwork, putting things away, questions to others, getting supplies

Common Time Wasters

Just knowing who or what causes one to waste time does not automatically give one more time. Time wasters are SYMPTOMS, not CAUSES of time management problems. To relieve the symptom, you must find the cause.

Common Time Wasters:

1. Lack of adequate planning
    - Set goals that are clear, challenging and attainable
2. Interruptions
3. Poorly organized work areas
4. Poor communication
5. Inability to make a decision
    - Lack of adequate information
    - Fear of making a wrong decision
    - Low self-concept
6. Inability to say "no"
    - Trying to do too much and accomplishing too little
    - Not being able to set priorities
7. Underutilization of resources
    - "Reinventing the Wheel" concept
    - Utilizing strengths and knowledge of team members
8. Procrastination
9. Stress
10. Poorly held meetings
    - Follow an agenda
    - Start on time and end on time
    - Keep discussion appropriate to the topic
    - Participants should come prepared
    - Schedule meetings by need, not by calendar

Teaching-Learning Interaction

Time
Audit

LC
BWF J
WPBS 1

1. Handout: **Time Management/Time Audit Background Information** (J 19)
Handout: **How Do You Rate?** (J 25, 26)

Review the information with the students. Then, students are to complete the **How Do You Rate?** assessment of their time management skills. After discussion, collect class scores and have small groups make charts to determine the level of time management skills in the classroom. Share charts with the class.

LC
BWF J
WPBS 1

2. Handout: **Time Audit** (J 27, 28)
Provide three copies of the handout for each student. A longer length of time is appropriate, but one should not go any less than three days to get an accurate assessment.

Instructions for completing the **Time Audit:**

* Select a typical week. If doing three days, choose at least one weekend and one weekday. Avoid weeks with holidays, special events, major test weeks, etc.
* Record activities at least every half hour. Be specific.
For example: Identify visitors and record how long they stayed and topics of conversation, record interruptions and how long they took.
* Write a comment on each activity. Did something take longer than usual? Why?
* At the end of the day note whether this day was typical, busier than usual, or less busy.
* Add up the time spent in various major activities.

Analyzing
the time
audit

LC
BWF J
WPBS 1

3. Handout: **Time Audit/Handling Interruptions/Consolidation of Tasks Background Information** (J 19, 20)
Handout: **Identifying Your Prime Time** (J 29)
Handout: **Priorities** (J 31, 32)

Tell students: "You will be analyzing your time expenditures from several different viewpoints. This thorough assessment process will help you recognize how you presently use your time, and will also point out areas where you might improve your usage of time. Be as specific and careful as you can in your analysis."

Present information from **Time Audit (Prime Time)/ Handling Interruptions/Consolidation of Tasks Background Information.** Using the information presented and the three days of completed **Time Audits**, the students will:

- -- determine and draw their typical energy cycle/prime time on the **Identifying Your Prime Time** handout.
- -- mark an "I" on any activities listed on the Time Audit that were interruptions. The interruptions could be ones they initiated or interruptions initiated by others, and thus taking their time.
- -- assign each of the interruptions and activities listed on the audit to one of the four quadrants on the **Priorities** handout. Use short descriptors for the activities.
- -- mark with a "C" any activities listed on the Time Audit that were a consolidation of tasks.

Conclude with a class discussion of the students' findings. A more thorough discussion occurs after more analysis is completed, so this discussion does not need to be in-depth.

LC M
BWF J
WPBS 1

4. Transparency: **The Top Ten Time Wasters** (J 33)
Handout: **Common Time Wasters Background Information** (J 20)
After a brief explanation and discussion on time wasters, students are to identify and mark time wasters on their time audits. They should identify the time waster by an identifiable word/descriptor, not just by number.

In small groups, compile totals of each time waster identified by group members. Prepare a simple chart to show to the class regarding their findings. How did their totals compare to others?

LC
BWF J
WPBS 1

5. Handout: **Analyzing the Time Audit** (J 34)
Transparency: **Think-Write-Share-Compare -- Everything I Wanted to Know About My Time I Just Found Out!** (J 35)

Students are to write out answers/conclusions using the Analyzing the Time Audit sheet. Upon completion, show the transparency and have students draw further conclusions and elicit reactions by completing the open-ended sentences.

Discussion Questions:

- What are some strengths you found when analyzing your time expenditures? What time management skills are you already using and using well?
- What areas did you identify that could use improvement?
- Could a lot of these shared responses be categorized in some way? Brainstorm possible categories. (time wasted by others, time wasted by me, effects of procrastination, caused by poor planning, etc.) Select enough categories so that each small group has one. The group members are to list any shared responses (from first two discussion questions) that fit into their category. Share lists with the class.
- As a class, what conclusions can you draw?

Debriefing

Content: What insights do you now have concerning how you utilize your time?

How do common time wasters impact the utilization of your time?

How does prime time affect time usage?

Process: In what ways was it beneficial to complete a time log and audit your time?

How did you use the process of setting priorities?

How Do You Rate?

Whether you are a pretty good manager of time or a chronic waster of time, you can start to improve your use of time. First, analyze your personal time management skills. Many people are aware of the fact that they need to manage time, but most fail to do so.

Directions: Analyze your time-management skills by circling either "yes" or "no" to the following statements.

1. Do you start the day before thinking through what has to be done? YES NO
2. Do you start a job before thinking it through? YES NO
3. Do you leave jobs before they are completed? YES NO
4. Do you do the easy or less important work first before the more important (and possibly more unattractive) work? YES NO
5. Do you do work by hand that a machine could do? YES NO
6. Do you try to do things that aren't really your job, such as jobs assigned to other people? YES NO
7. Do you spend a lot of time doing the things you have always done and are good at? YES NO
8. Do you feel that it is easier to do things the way you have always done them even though a new way is better? YES NO
9. Do you start projects that you have little interest in or know that you probably will not finish? YES NO
10. Do you make sure short, easy tasks get done first? YES NO
11. Do you fail to anticipate crises? YES NO
12. Do you handle the concerns of others immediately when requested? YES NO
13. Do you handle a large number of different jobs? YES NO
14. Do you socialize either in person or via telephone with friends or neighbors several times daily? YES NO
15. Do you get distracted by things around the house such as newspapers, television, or friends who drop by to see you while you are working/studying? YES NO
16. Do you make several trips rather than grouping errands together for one trip? YES NO

To rate yourself, count the number of "YES" answers and the number of "NO" answers. If you answered "YES" more often than "NO", You have a lot of work ahead. If you have three to seven "YES" answers, you can improve the effective use of your time. If you answered "YES" to more than twelve questions, you are in big trouble.

On another sheet of paper, answer this question: What changes could you make in each item you circled "YES" in order to be a better manager of time?

Source: Consumer Education, Stillwater, OK., Curriculum and Instructional Materials Center.

How Do You Rate? -- Productivity Self-Evaluation

Directions: Rate yourself on your qualities of productivity. Consider your school and/or work productivity.

Any "Seldom" or "Sometimes" responses indicate your weak areas. Write how you plan to improve any weak areas in the "How I Plan To Improve" box.

Commit yourself to changing these weak areas, and monitor how your productivity increases.

Productivity Quality	Seldom	Sometimes	Often	How I Plan to Improve
1. Do you pre-plan your work activities before you start your school-day or workday?				
2. Is your work area/ study area neat and well managed?				
3. Do you begin your work/studies without delay?				
4. Are you fully committed to accomplishing your assigned duties on time?				
5. Do you concentrate on your work without being distracted?				
6. Do you look for ways to improve your specific job/study skills?				
7. Do you check your work/homework for errors?				
8. Do you look for new ways to improve your work/study routine?				
9. Do you identify and attempt to solve most work/study problems yourself?				
10. Are you aware of how your job/your studies fit into your goals/ company goals?				
11. Do you maintain a satisfactory exercise and nutritional program?				
12. Do you get enough sleep at night?				

Time Audit

Day of Week: Date:

Time	Activity	Comments
6:00		
6:30		
7:00		
7:30		
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		
5:30		

Day of Week: Date:

Time	Activity	Comments
6:00		
6:30		
7:00		
7:30		
8:00		
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9:00		
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10:00		
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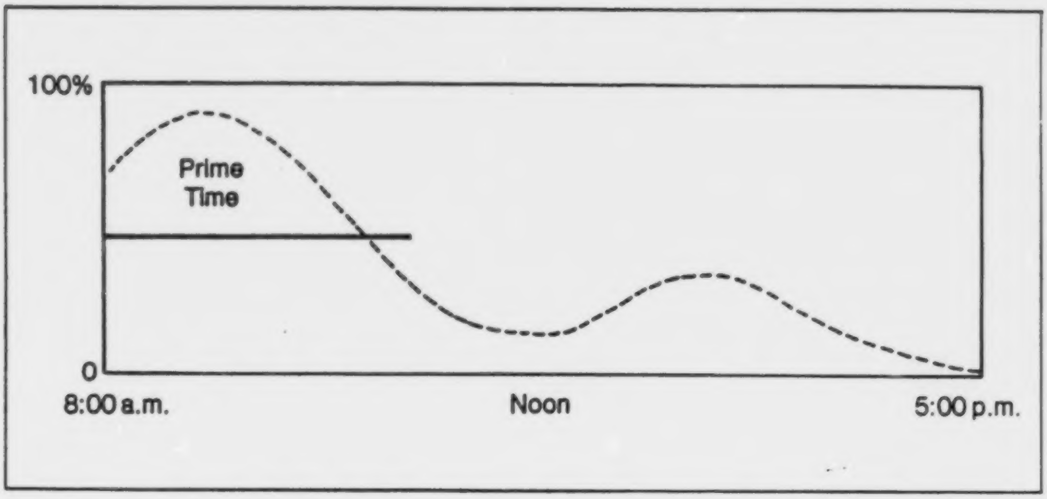
3:00		
3:30		
4:00		
4:30		
5:00		
5:30		

Was this day: ______ Typical?
______ More busy?
______ Less busy?

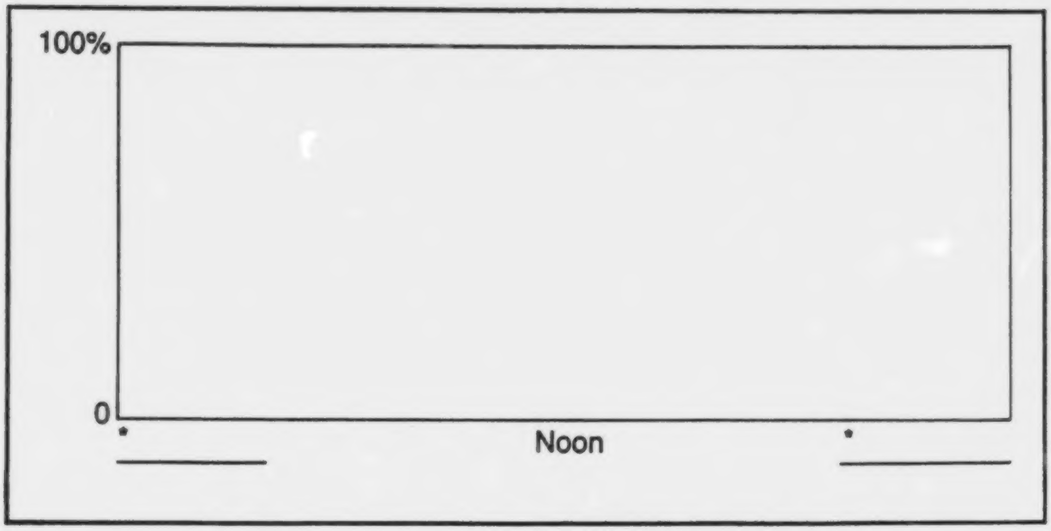
Comments: ______________________________
____
____

Identify Your Prime Time



Typical energy cycle

Your Energy Cycle



Time Management J 31
TLI # 3 / Handout

Priorities

High importance High urgency 1	High importance Low urgency 2
Low importance High urgency 3	Low importance Low urgency 4

We need to reduce the total, frequency and length of interruptions.

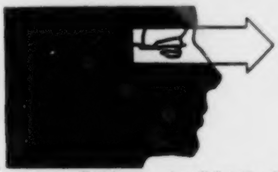
Time Management J 32
TLI # 3

Priorities

High Importance ***High Urgency*** * Do it now! * House on fire * Elderly person falls	***High Importance*** ***Low Urgency*** * Mid to Long range planning * Planning for budget due in 2 months. If not done in reasonable time, may move to quadrant 1.
Low Importance ***High Urgency*** * Blurting -- anytime anything comes into your mind which you think anyone around you might be even remotely interested in personally or professionally, you blurt it out. * Typical interruptions seem to be urgent but not important * Have to go to the bathroom	***Low Importance*** ***Low Urgency*** * Trivia and rarely of value

The Top Ten Time Wasters

1. Lack of adequate planning
2. Interruptions
3. Poorly organized work areas
4. Poor communication
5. Inability to make a decision
6. Inability to say "no"
7. Underutilization of resources
8. Procrastination
9. Stress
10. Poorly held meetings



Analyzing the Time Audit

Use your "Time Audit" from several days as a basis, draw conclusions, and record your responses to the following questions.

1. What activities are taking the most time?

2. On which activities am I spending the least time?

3. Which part of my day was most productive? Which was least productive? Compare the time spent on various categories with the results being achieved. What activities are producing the most results? The least results?

4. The test of necessity: What are you doing that may not be necessary? What activities can be cut back? What activities can be eliminated? Ask, "What will happen if I don't do this?"

5. The test of appropriateness: Could this be completed by others? Does this require my expertise? What activities can be best delegated or handled by others? Ask, "Who should be doing this?"

6. The test of efficiency: What are the recurring patterns of inefficiency (i.e. waiting for something, interruptions, etc.)? Ask, "Is there a better way?"
    A. How much of my time is being used by interruptions? How many times a day do interruptions arise? Can I control them? How?
    B. How much time do you spend on the phone? Can I combine and return phone calls during one period of the day? If yes, when?
    C. How much of my time is being used by "internal" visitors? How many times do people around you interrupt you? Can I control them? How?

7. What things can you do for increased efficiency?

8. What activities/tasks deserve increased effort?

9. On what occasions do you allow enjoyment to override priority tasks, i.e. procrastination?

10. On the average, what percentage of work time are you productive? What is your reaction to this figure?

11. Analyze your day-to-day activities in relation to your goals. Are these activities contributing to reaching them? Add/delete activities that will help you achieve your goals.

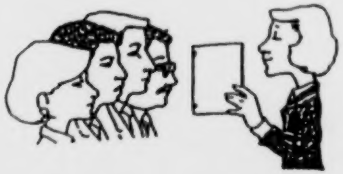
12. How much time do you spend looking for things? Is there a better way to organize your office/desk?

Note: It is helpful to repeat the time audit at regular intervals, such as every six months. It should be less revealing each time you do it because you should be working more effectively and efficiently, but it still can be helpful in keeping you on the right track.

Think

Write

Share



Compare

Everything I Wanted To Know About My Time I Just Found Out

I found out ...

I was surprised ...

It was no surprise to me ...

I think ...

I feel ...

I want ...

I can ...

Time Management J 35
TLI # 5 / Transparency

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
C. Use mathematics and mathematical principles.
✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
  ✓1. clear articulation,
  ✓2. analysis,
  ✓3. conceptualization,
  ✓4. synthesis, and
  ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓A. Apply problem-solving skills.
✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓A. Work collaboratively in teams.
✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Time Management Skills

Background Information

Time Management Tools

1. **Calendars**
   - * Have only one calendar
   - * Keep a calendar for long-range planning, as well as for day-to-day planning. Record all major events for the entire semester (or year) as soon as you are aware of them.
     Include:
     - all dates for exams
     - all due dates for papers and projects
     - special events
     - special week-end activities
     - birthdays, anniversaries, etc.
   - * Always carry your calendar with you
   - * Write tentative activities in pencil
   - * Plan time for yourself and the personal part of your life
2. **Daily "To Do" Lists**
   - * Refer to your calendar when making your list each day
   - * Be realistic
   - * Prioritize your list
   - * Divide large projects into manageable parts
   - * Allow more time than you think you will need
   - * Allow for changes
   - * Make a new list and reprioritize it
   - * Group similar activities for efficiency
   - * Keep your list visible.
   - * Carry your list with you and cross off tasks as you do them
3. **Tickler File**
   - * Used as a reminder for items needing action at some later date
   - * Create more time by permitting you to remove it from your mind and your work area
   - * Methods: notes on a personal calendar; file folders
4. **Simplify and Organize**
   - * Planning and prioritizing are crucial to effective work. The following basic questions should be asked in the process of planning, organizing and accomplishing the items on the to-do list:
     - What is to be done?
     - When must it be completed?
     - Where should it be done?

  - Who is to do it?
  - How is it to be done?
  - What tools, supplies, information, resources, authorization, and assistance are needed to get the job done?
  - What is the best sequence in which to do the individual phases of the task?
  - Can some tasks be combined, simplified, eliminated, rearranged, or delegated?
  - What if something does not go according to plan or schedule at each phase of the job? How will the deviation affect other phases or the total plan?

* Helpful hints for developing a time plan:
  - Set realistic goals. Don't set yourself up for failure by allowing two hours for a four hour job.
  - Develop routines, procedures, work habits, and patterns that use your time more effectively. Update and refine them as your circumstances change.
  - Keep a notepad handy for jotting down those insights and ideas that occur periodically.
  - Schedule tasks that you can accomplish quickly and confidently early in the day. Sometimes this will set the mood and pace for the day.
  - Reserve the time of day when you are the most alert for your most difficult work activities.
  - Break down a large job into smaller tasks. Complete several smaller tasks each day.
  - Avoid perfectionism unless perfection is called for.
  - Be as flexible as you can. Take advantage of your moods and feelings.
  - Take care of yourself. Proper exercise and nutrition can help you stay physically and mentally alert.
  - Schedule time for relaxation and change-of-pace activities which recharge your creative batteries or help put your life in perspective.

5. **Desk or Work Space**
   * Many people spend too much time getting ready to work/study
   * Keep "To Do" list visible
   * Maintain good lighting to prevent glare and eye strain
   * Keep information handy and organized in file folders
   * Keep distractions away from work area

6. **Handling Interruptions**
   * Establish "quiet hours" when you don't receive or make any calls
   * Drop-in visitors: be direct, don't assume that they will see that you are busy and leave. Be tactful in cutting people off.

- If you take your eyes off your goals, others will intrude with their priorities. People don't always get respect or win points for always being available or accommodating.

7. **Procrastination**
   - Sources:
     1. Fear of Failure - setting unrealistic goals and feeling overwhelmed, discouraged
     2. Fear of Success - apprehensive about the changes that success brings; increased recognition, more authority and responsibility
     3. Rebellion - to attract attention
     4. Lack of Problem Solving Skills - Lack of experience in organizing their work and monitoring their time. Lack of coping skills.
     5. Perfectionism - comes from deep-seated fear of not being able to do anything right (against one's own high standards), so they never get anything done.
   - Use a daily "To Do" list
   - Delegate and/or utilize resources available to complete projects
   - Divide big jobs into little ones
   - Don't waste time feeling guilty -- DO SOMETHING NOW!

Leisure Time: Wasted Time or Time Well Spent?

Do you think people today have more or less leisure time than they had in the past? What did past generations do with their leisure time? What do people do with their leisure time now? The answers depend partly on how you define the term. Some studies define leisure time as any time left over after your job or school. Other studies also remove the hours spent on housework, sleeping, eating and shopping from leisure time. Using the latter definition, it is estimated that the average person in America has less than seventeen hours per week of leisure time available.

What do people do with their free time? Most prefer quiet activities that require little energy. Many say they are too tired after work to enjoy more strenuous activities. The most common use of leisure time is watching television, followed by resting and reading. Fewer people are going outside the home for leisure time activities. Attendance at movies, live play performances, concerts and opera have all dropped. At the same time, sales of VCRs have increased.

Some people are concerned about this trend. Statistics are showing that many Americans are in poor physical shape. Studies show a linkage between television watching and lower test scores and obesity in children. People are worried that Americans are allowing themselves to grow mentally and physically out of shape.

There is agreement among experts that people need leisure time. It can help them meet their physical, social, and psychological needs. However, some people feel guilty about taking time to relax and play. They may spend too much time on the job or working in the home on household responsibilities. They may be perfectionists, who cannot relax until everything is done exactly right. They may be overly organized and follow a set routine, so much so that they can't enjoy events that are not rigidly structured. Often they suffer from failed relationships and other signs of stress.

One way to feel less guilty about leisure time is to organize it. This helps you feel that it is time well-spent. The following ideas can help you get the most out of your leisure-time hours:

* Plan on leisure activities. Schedule them by writing them on your calendar as you would any other activity.
* Learn to say "no" to people, causes, and activities that you really don't want to spend time on.
* Accept that spending time on leisure activities means not spending that time on something else. This may mean there is less time for friends, housework, job, etc. Learn to accept the consequences of your choices.

* When considering a new activity, make sure it is within your personal and family resources and fits in with your goals.

Teaching-Learning Interaction

Time management skills

LC
BWF J
WPBS 1

1. Transparency: **3 Ways to Make Better Use of Time** (J 45)
   Handout: **Time Management Tools Background Information** (J 37, 38, 39)

   Ask students: "Now that you have analyzed your time, do you know what you can do to manage your time more effectively? Unfortunately, just doing the audit and analyzing how you spend your time does not change anything. You need to learn about time management tools and put them into use."

   Review the information on the transparency. Have students use the Time Management Tools Background Information and label each of the seven tools as to how it fits one of the 3 Ways to Make Better Use of Time.
   Example: Calendars -- #3 Be more efficient in using time.

LC
BWF J
WPBS 1 6 9 10 12
FHA/HERO

2. **FHA/HERO Integration**
   Handout: **Time Management Tools Background Information** (J 37, 38, 39)

Assessment

Assessment: Presentation / Group Work Rubric (J 46)

Divide students into cooperative learning groups and assign one time management tool to each group. Students are to use the FHA/HERO Planning Process for this acitivity.
Basic instructions from teacher:

- research additional information on their assigned time management tool
- plan and carry out presentation to the entire class
  * describe the tool thoroughly
  * specific ways tool could be used in managing time
  * the rest of the content is up to the group's discretion

Students/groups should be given a copy of the assessment rubric before they begin working together. Upon completion of the presentation, students will self-evaluate. Then the teacher will discuss his/her evaluation with the group.

LC
BWF J
WPBS 1
FHA/HERO

3. **FHA/HERO Integration**
Students can develop a list of time management tips that would benefit all age groups. They may want to select key months or weeks of the year when time pressures seem especially heavy (i.e. Christmas, end of the semester or year). These tips could be read or printed as daily announcements, placed in teachers' boxes, displayed on a bulletin board, or keyed into the school electronic message board.

Planning family time

LC M SS
BWF C E J
WPBS 1 6

4. Handout: **Family Time Together** (J 47)
Tell the students: "Two areas in life that people often identify as not having enough time for is family time and leisure time. As students, would you agree with that? Or, does that shortage of time for family and leisure just occur as adults?"

In small groups, do a quick analysis and survey of how much time they spend with their family each week. Total for their small group and compute an average. Total the class times and compute an average. Compare and contrast findings.

Return to small groups and identify the advantages/positive results of spending time together as a family. List and share with the class. Ask students if there are disadvantages to spending time with the family?

Using the handout, have individual students list activities the family could do together in the first column. Compare lists in the small group and add any other ideas you heard and liked. Complete the remaining columns on the handout.

Planning leisure time

LC M SS
BWF C E J
WPBS 1 6

5. Handout: **Leisure Time: Wasted Time or Time Well Spent Background Information** (J 40)
In small groups, do a quick analysis and survey of how much leisure time they each have per week. Total for the small group and compute an average. Total the class times and compute an average. Compare and contrast findings.

In the same small group, read through the background information. Each person is to write down two important points from the reading. Share points within the group. The group must decide on the most important point to share with the class and tell why they think it is important.

Discussion Questions:

* How do you define leisure time? Do others have definitions different from yours? Why?
* What do you consider to be worthwhile leisure activities?
* Must all leisure time be planned? Can "wasting" time be beneficial? If yes, in what way?
* Based on the figure of seventeen hours per week, what percentage of a week does the average person spend on leisure time?
* Was our class average higher or lower than the national average?
* If there was a difference from the national average, why is that?
* Do teens today have enough leisure time? Too much?
* Do you think teens have more or less leisure time than teens of previous generations?

Planners

LC
BWF C E J
WPBS 1 6

6. Handout: **Daily Planner** (J 48)
Handout: **Time Plan Situations** (J 49, 50)
Assign one situation to each cooperative learning group. Using the Daily Planner, students are to make out a schedule for the situation/person described. Share with the class.

Ask students: Are there other forms/lists that would be helpful in time management?

Handout: **Weekly Planner** (J 51)
Handout: **To-Do List** (J 52)
Handout: **Procrastination List** (J 53)

Discussion Questions:

* Are time management forms/lists "tools" to use in managing time more effectively? How can each form be used?
* Are there negative aspects to using the forms? If yes, what are they?
* Which forms/lists do you think would be helpful to you in managing your time more effectively?
* How will you use them?

Timely tips

LC SS
BWF C J
WPBS 1 6
FHA/HERO

7. **FHA/HERO Integration**
Handout: **Strategies For the Household** (J 55)
Handout: **Strategies For Meal Planning and Preparation** (J 55)
Handout: **Strategies For Leisure Time and Physical Fitness** (J 56)
Handout: **Time Saving Strategies With Children** (J 57)

In cooperative learning groups, have students read through the strategies. Individuals are to mark a favorite one, or one they would like to try in each section. Explain to the group why that idea appeals to you and why it would help you manage time more effectively.

The students in the group are to develop a brochure titled, "Time Saving Strategies For Students." They are to use their own time management shortcuts, research ideas, etc. Reproduce the brochures and distribute to other classes/at monthly FHA meeting/etc.

Action plan

LC SS
BWF J
WPBS 1
FHA/HERO

8. **FHA/HERO Integration**
Handout: **How to Take Charge of Your Time and Your Life** (J 57)
Handout: **Action Plan** (J 58)

Students are to read and complete the handouts.

FHA/HERO: **Power of One - A Better You**
As an action project, use the Power of One - A Better You worksheet and apply the information from this section. Students plan and implement a project that can help them with their time management.

Debriefing

Content: How do time management tools impact the utilization of your time?

How do time management tips affect the balance of work, family, and school?

In what ways was it beneficial to identify ideas for family time together?

Process: How did you use the planning process to get more information on time management tools?

How was the leisure time survey beneficial in examining amounts and types of leisure time activities?

In what ways was the use of a weekly planner helpful to you?

3 Ways to Make Better Use of Time

1. Discontinue low-priority tasks or activities.
2. Get someone else to do a part of what you are now doing.
3. Be more efficient in using your time.

Time Management J 45
TLI # 1 / Transparency

Time Management J 46
TLI # 2 / Assessment

Presentation / Group Work Rubric

Criteria:	5	3	1
Group Process x2 ____	Reflects awareness of others' views and opinions; clarifies & questions; shows appreciation; cooperates and compromises	Some sharing occurs; reluctant to clarify or question; worked as team but little appreciation shown; some compromise; some cooperation; conversation off of topic at times	Member unwilling to listen to others' views; interrupts or is distracted; unappreciative; uses negative statements; reluctant to compromise; reliance on one member; little interaction
Planning Process x2 ____	Demonstrates good organizational skills in following the steps in the planning process: identify concern, set goal, plan of action, act, and follow up	Demonstrates average organizational skills: several planning process steps only adequately covered or or some not used at all	Demonstrates below average organizational skills in using the planning process; steps skipped or minimally covered
Use of Resources x1 ____	Creative and resourceful in collection of data; demonstrates extensive knowledge of resources and information	Acquired basic information; demonstrates adequate knowledge of basic information and resources	Provides little dependable data; demonstrates minimal familiarity with resources
Understanding of the Information x1 ____	Good depth of information; lots of ideas/areas were explored; questions answered well and in depth	Depth of information more limited; fewer ideas/areas explored; limited on answering questions	Little depth of information; very few ideas/areas explored; could not answer questions
Presentation: Communication of Information x2 ____	Skillful use of presentation and communication strategies; clear, creative; audience highly involved; covered topic well	Effective presentation and communication of ideas: kept attention adequately; minimal involvement from the audience; covered the topic adequately	Difficulty in presenting ideas clearly; message hard to follow and understand; did not cover topic well; audience not involved

Directions: First, complete the Presentation/Group Rubric individually. Then, compare your numerical ratings with members in your small group.

Group Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help/assistance do we need?

Self Reflection: (8 points -- 2 points for each question)
On the back of this sheet, answer the following questions:

1. What did you learn about your ability and willingness to work with others?
2. What did you learn about your ability to present and communicate ideas to others?
3. What did you learn about researching information?
4. In what area(s) can you improve? What will you do to improve?

Total Points: ________ out of 56 possible points

Family Time Together

Activity	Family members included			Changed desired		Comments (where, when, how often, with whom, under what conditions)
	Two family members	More than two	Entire family	Less times	More times	

Time Management J 48
TLI # 6 / Handout

Daily Planner

Date:

Tasks to Complete	Done	Appointments to Keep
		7:00
		8:00
		9:00
		10:00
		11:00
		12:00
Phone Calls to Make	Done	
		1:00
		2:00
		3:00
People to See	Done	4:00
		5:00
		6:00
		7:00

PLAN
PLAN
PLAN

Time Plan Situations

Teacher Directions: Cut the following situations apart and divide the class into groups. Have each group select one situation.

Student Directions: Put yourself in the place of the person in the situation. You have a list of things you must accomplish on Saturday. Plan your day by the hour to include all of them. Write them down and select a spokesperson to present to the class.

Situation #1

High School Boy: Live with parents. One sister, 2 brothers.
Five telephone calls to friends regarding a fishing trip.
Shopping...tackle, and a birthday gift for your sister.
Lunch with your buddies.
Clean up your room; change the bedding.
Set the table for dinner. Dry dinner dishes.
Movie date with girlfriend in the evening.

Situation #2

Married woman: a baby 6 months old and a toddler 2 years old.
Care for baby and toddler, feed, change, bathe, play with, hold.
Laundry, including diapers.
General housework.
Husband's boss coming to your home for dinner at 6:00 p.m.
Trip to grocery store.
Put on a dress to wear at dinner.
Arrange flowers for centerpiece.
Cook dinner, entertain, clean-up kitchen.

Situation #3

Working man: Live in apartment with 2 other men. Have a cat.
Laundry.
Take books to library.
Take shoes to shoemaker.
Care for cat.
Your turn to prepare dinner (all 3 eat this meal together).
Write and mail a note to your friend.
Grocery buying with roommates for the coming week.
Press shirt and shine shoes for the evening.
Straighten room, make bed.
Dancing in the evening.

Situation #4

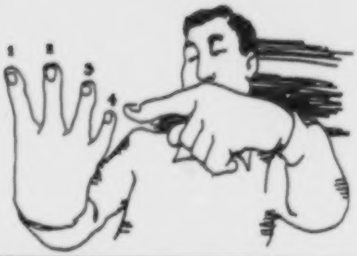
High School Student: Only child, live with parents.
Fix breakfast for self and parents.
Clean kitchen and own bedroom.
Study history and Life Skills.
Short chats by telephone to 2 girlfriends.
Change oil in the car.
Girlfriend coming over to get you to do her hair.
Work on Parenting assignment for Life Skills.
Church dinner with parents and friends.

Weekly Planner

Objectives:

1. ______________________________
2. ______________________________
3. ______________________________

Activities	Priority	Estimated Time	Day



"To Do" List

1 - Vital
2 - Important
3 - Could

✔ Completed
➡ Do Tomorrow
● In Process
○ Delegated

Procrastination List

Directions: List all of the things you have been putting off. Include work, school, personal projects, and home items. Then, make a commitment to deal with each item. Record an appropriate starting and finishing time for each one.

Item	Start	Finish

Strategies for the HOUSEHOLD

* 30-minute housecleaning. Involve all family members. Divide up the jobs to be done and set a goal to get the entire house cleaned in thirty minutes. This works especially well when there is the added incentive of the whole family doing something together after the work is completed.

* When doing the laundry, evaluate how much of the clothing needs to be folded neatly and what can be tossed in a drawer or in a basket. Individual family members can be responsible for the folding once the clothes are sorted and delivered to their rooms.

* Everybody washes. Teach children how to do laundry as soon as they are big enough. If you have three children and they each do one load of laundry a week, that's three loads of wash you don't have to do.

* The "pick-up" habit. Before family members begin another project or leave the room, take 3 to 5 minutes to pick up the messy clutter. An absence of clutter feels organized.

* Top or bottom of the stairs collection point. Things that need to go upstairs or downstairs can be put at the top/bottom of the stairs. As family members go up or down the stairs on a routine basis, they are to take and put away whatever is there.

* Do two things at once. If you spend a significant amount of time visiting on the phone, use that time to get other things done while you talk. For example, you can iron, do some mending, straighten a junk or pencil drawer, clean out your purse, sort laundry, empty the dishwasher, put dishes away, etc. A long telephone cord or a cordless phone will make it possible to move around as you chat.

Strategies for MEAL PLANNING and PREP

* Post a weekly menu that tells what is planned for dinner each night of the week. This will save having to make a decision each morning or evening. By planning and shopping ahead, all you need to do is defrost according to plan. Family members who are old enough to read can assist by making salads or putting potatoes in the oven. Older children and a spouse could begin meal preparation before you even get home. Be flexible with your menu. If you feel you need to change plans for the evening -- do it.

* Cook once, eat twice or more. Prepare a double/triple recipe when cooking an evening meal or on the weekend. Freeze in oven or microwave-safe dishes. Cover with foil/plastic wrap and label with a permanent marker: name, cooking time, temperature, covered or uncovered. You can freeze it in a pan, and when solidly frozen you can remove it from the pan and wrap it in foil.

* Brown large batches of ground beef for different dishes while you are unpacking the groceries. Freeze and use when needed.

* Write out one month of menus. Assign one night a week for each teenager or older family member to plan and prepare the evening meal.

Time Management J 56
TLI # 7 / Handout

Strategies for LEISURE TIME and PHYSICAL FITNESS

- Physical exercise and leisure time are essential for good mental health because it provides an outlet for stress. You can balance home and career more easily when you get regular exercise and leisure time. When planning your monthly calendar, allocate time for exercise and time for yourself.

- Four steps to physical fitness:
    1. Identify your options. Explore opportunities for regular exercise. This may mean joining a class or club, purchasing equipment, or collecting information about where to locate other enthusiasts.
    2. Select the possibilities. Decide what types of physical exercise you would most enjoy. Consider health guidelines, resources, allocation of time, and cost.
    3. Commit yourself to one or more activities. Sign up, buy what you need and tell your friends and family what you plan to do and when.
    4. Follow through. Schedule the time you have committed to physical exercise on the calendar. Consider doing your activity with a friend to help insure commitment. Make it a priority to always show up if you join a group.

- Consider family exercise programs. In that way you can spend time with family members as well as get exercise. Consider bicycle riding, walking, playing ball (running the bases), swimming, etc.

TIME SAVING Strategies WITH CHILDREN

- Have weekly family council meetings. Members of the family take turns being in charge of the meeting. A good time seems to be Sunday evening after dinner and before dessert. The agenda often includes: appreciations, old business not decided at the last meeting, new business, planning for the week, allowances, and a family activity. This provides regular communication between family members to express the positives and to work through problems.

- Have a "snack shelf" in one kitchen cabinet (low cabinet) from which children may select after-school or daytime snacks. Also, have a special container/box in the refrigerator from which they may select snacks. This teaches responsibility and also relieves you of offering alternatives and having them indicate their dislikes.

- Leave clever notes to remind them of chores to be completed: "I am your room and I am a mess. Clean me please."

- Don't become the family alarm clock. As soon as your child can read numbers, buy him a digital clock and teach him how to use it.

- Designate a 'communication center', the first place everyone checks for notes, phone messages, and mail.

- If you want your children to be independent and make their own breakfasts in the morning, store cereals and cups and dishes in cupboards under the counter where they can reach them.

How To Take Charge Of YOUR TIME and YOUR LIFE

12
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If you're always running behind time -- or simply out of it -- you're probably facing a very basic problem: unorganization. You may argue that you're doing what you have to do, and that you can't rearrange your schedule or let anything fall by the wayside, but you can. It's simply a matter of being aware of your priorities. Here's how to get started:

Make a TO DO LIST of 7 goals you would like to achieve within the next year. Include only those things you feel are important to you. They can range from getting involved in school activites to keeping your room clean.

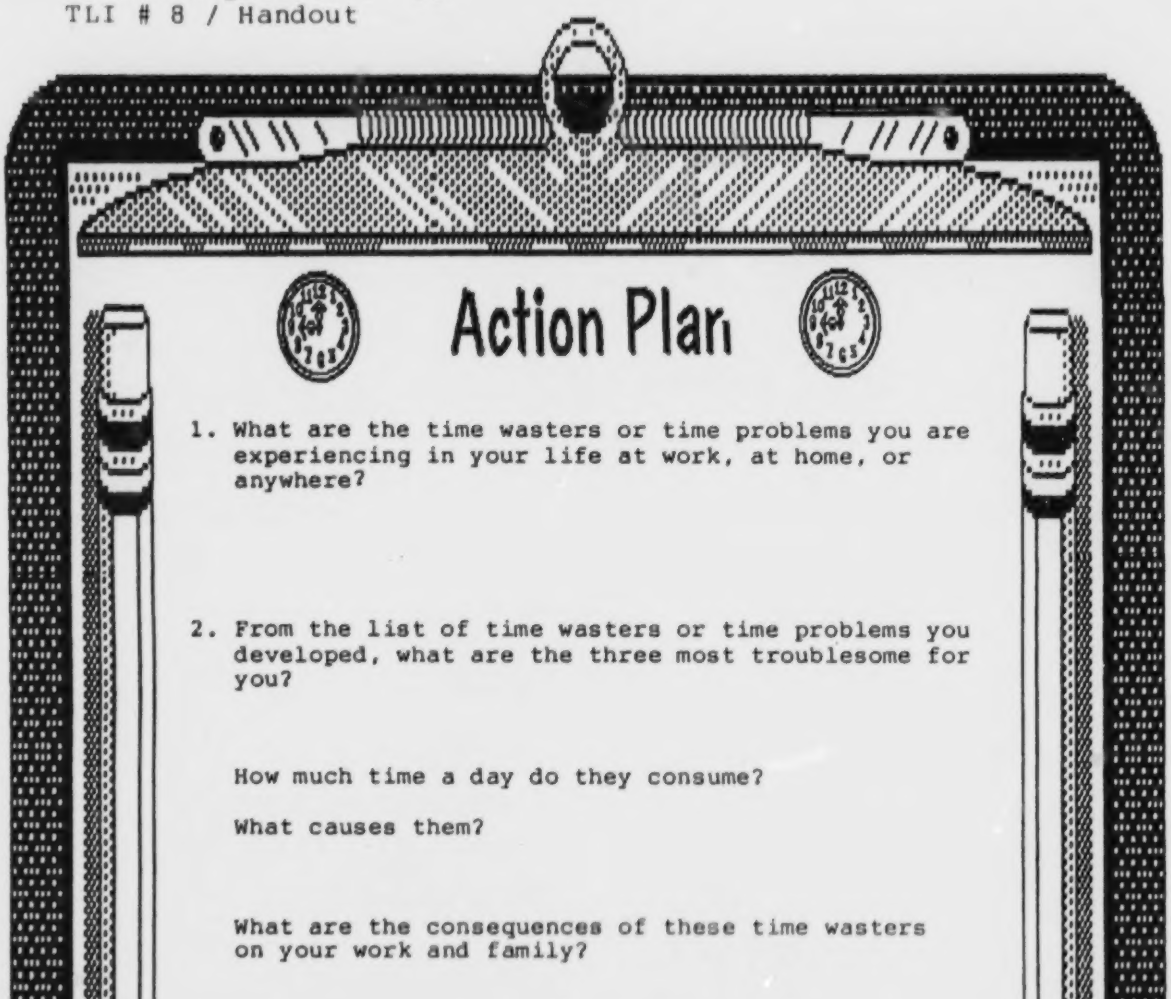
Make a WISH LIST. Include your wishes for the next year. The wish list is all yours, not what someone else wants you to do. If you see yourself running on the cross-country team next spring -- and you can barely make it to the mailbox now -- write it down. If you wish you could travel to Europe after your senior year, write it down. Wishing doesn't make it happen, but if you have a concrete idea of what you want, you can begin to make it happen.

Make a final PRIORITIES LIST. Now that you have established what you have to do and what you want to do, it's time to set priorities. Go over each item on your TO DO LIST and WISH LIST and ask yourself these questions: Is this important to me? Why? If not, is it something I feel should be important, and if so, why? What is the best thing that could happen if I carried through on this priority? What is the worst thing that could happen if I didn't achieve this priority? Could this particular project be postponed for a while?

Now that you have answered those questions, rate the items on your TO DO LIST and your WISH LIST. Give an "A" rating to the most important/vital items; a "B" rating to important, but not crucial items; and a "C" rating to those things that could be done, but are of less importance. The top five items from both lists should be written on your final PRIORITIES LIST.

Write a few paragraphs indicating how you will use your time (be specific) to help yourself achieve the items on your PRIORITIES LIST.

TO DO LIST	**WISH LIST**	**PRIORITIES LIST**
1. ________________	1. ________________	1. ________________
2. ________________	2. ________________	2. ________________
3. ________________	3. ________________	3. ________________
4. ________________	4. ________________	4. ________________
5. ________________	5. ________________	5. ________________
6. ________________	6. ________________	6. ________________
7. ________________	7. ________________	7. ________________



Action Plan

1. What are the time wasters or time problems you are experiencing in your life at work, at home, or anywhere?

2. From the list of time wasters or time problems you developed, what are the three most troublesome for you?

   How much time a day do they consume?

   What causes them?

   What are the consequences of these time wasters on your work and family?

3. What are some alternatives that could be used to reduce the impact of these time wasters or time problems on you and the use of your time?

4. What alternatives do you feel would work the best for you? How can you implement this alternative into your life?

Financial Management

Financial Management

Perennial Problem

What should be done about managing family and work life?

Practical Problem

What should be done to enable individuals and families to manage financially?

Learner Outcomes

The student will:

1. Examine how financial decisions impact the individual, the family, and society.
2. Research traditional and nontraditional jobs and interpret the effects on personal and family life and income.
3. Identify the levels of education and training that are needed for jobs of interest to him or her.
4. Recognize the impact of education and training on obtaining and maintaining jobs that affect personal and family well-being.
5. Analyze the types of earnings gaps and the implications for individuals and families.
6. Evaluate the costs and benefits of having a second earner in the family.

Supporting Concepts

Factors Affecting Income and Expenditures

A. Individual and family financial decisions
B. Traditional jobs
C. Nontraditional jobs
D. Education and training
E. Earnings gaps
F. Costs of a second earner
G. Benefits of a second earner

Resources

Carol Prather, "The Employment Decision: Analyzing Benefits and Costs," The Dual Earner Family, Cooperative Extension Service, Kansas State University, Manhattan, KS.

"A Change of Place," Barron's, March 21, 1994.

Family Information Services, September, 1990, and March, 1993.

"Terminal Decline of a Nation," USA Today, March, 1994.

"Earnings Differences Between Women and Men," Facts on Working Women, U.S. Department of Labor Women's Bureau, December, 1993.

"Work and Family for the 90s: 101 Key Statistics," BNA Special Report Series on Work and Family, Bureau of National Affairs, May, 1989.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓ A. Read and comprehend a variety of resources.
✓ B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
✓ C. Use mathematics and mathematical principles.
✓ D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓ A. Analyze, summarize, and comprehend what is read in all subject areas.
✓ B. Write and orally communicate for:
  ✓ 1. clear articulation,
  ✓ 2. analysis,
  ✓ 3. conceptualization,
  ✓ 4. synthesis, and
  ✓ 5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

✓ A. Apply problem-solving skills.
✓ B. Find information; process, analyze, and synthesize it; and apply it to new situations.
✓ C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

✓ A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓ A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Factors Affecting Income and Expenditures

Background Information

Individual and Family Financial Decisions

Money, or the lack of it, has a major impact on a person's life. An individual's or a family's financial condition affects many of the daily and long-term work and family decisions that are made. Each individual and every family needs to decide what money means to them as they live their present lives and plan their futures.

Teenagers are billion-dollar consumers and, thus are making numerous financial decisions on a daily basis. It is estimated that in 1989, teenagers spent 40 to 45 billion dollars on themselves, and made decisions about how 30 to 35 billion dollars of their family income was spent, such as on family groceries and equipment. As the household composition has changed, roles and expectations have also changed, with many teenagers assuming some family spending responsibilities. Teenagers also have a tremendous amount of influence on other family purchases, such as videocassette recorders, televisions, computers, boats, and even houses. Their choices not only affect the economy, but also the environment and the well-being of family members. For these reasons, it is important for teenagers to have the ability to make informed consumer choices.

Teenage consumers, their families, society, and businesses benefit from informed teen consumers. Informed teen consumers and their families benefit when they function effectively in the marketplace; use scarce resources carefully (such as by saving money); have self-confidence and independence; develop solid values, such as self-awareness, responsibility, economy in purchasing, self-discipline, and purposefulness; and improve their quality of life. Informed consumers feel more in control of their own economic futures, avoiding costly mistakes, fulfilling financial responsibilities, and standing up for their consumer rights.

Businesses benefit from having informed consumers because informed consumers become satisfied repeat customers who provide free publicity to the business by telling their friends and acquaintances about the business. Since informed consumers make good product evaluations before buying, they have more realistic expectations of products and fewer complaints and problems.

As a group, teenagers have specific financial tasks they should be working on:

* Develop plans for eventual independence
* Evaluate future financial needs and resources
* Explore career options
* Evaluate career options as to whether future financial needs and resources could be met
* Develop an understanding of the financial system
* Develop record keeping systems

As teenagers graduate from high school, and during the young adult's early 20's, other specific financial tasks should take priority:

* Establish an independent household
* Train for a career
* Attain financial independence
* Purchase insurance to cover risks
* Establish financial identity
* Establish a savings program
* Make a spending plan/budget
* Develop an effective financial record keeping system
* Develop an effective financial planning system

As teenagers become young adults, providing finacially for themselves as independent single persons, or providing financially for a family's needs and wants is a heavy responsibility. Although the 40-hour work week is common among wage earners, many workers find that they have to work 60 hours or more, or have to have a second wage earner in the household, to pay living expenses. Too many people often feel trapped in a lifestyle that seems to be "all work and no play."

Family members, often without realizing it, increase the pressure on wage earners when they expect more personal time from the worker at the same time that they want more things than the paycheck buys. In the pursuit of more income to pay for greater living expenses, many people never stop to consider their choices -- the choices and decisions that teenagers make in high school that impact their future incomes, as well as the choices and decisions the family makes as they experience financial challenges.

Occupational selection is of utmost importance in determining the financial condition of an individual or a family. Occupational financial considerations may include: salary, fringe benefits, flexible hours, training required, and traditional versus non-traditional occupations. Career decisions also greatly influence the time and energy that is expended on the family and in the home.

Traditional and Nontraditional Jobs

Do you remember the first time you dialed the operator and heard a man's voice, or the first time you visited someone in the hospital and a male nurse came in the room? What about the first time you saw a female out on the highway road crew, or a female minister? Those are examples of people in nontraditional jobs. A job is considered nontraditional for a person when 75% of the people in that job are of the opposite sex. Another meaning of nontraditional jobs is that it describes jobs that are usually held by men.

Nontraditional jobs for men include telephone operators, nurses, and elementary school teachers. Nontraditional jobs for women include heavy equipment operators, auto mechanics, police officers, computer technicians, and engineers.

There is a great deal of "tradition" behind the kinds of jobs most women hold:

- They are traditionally low in pay.
- They are traditionally low in status.
- They are traditionally low in the amount of control they allow women to have over their lives.

Men's jobs are "traditional" too:

- Traditionally higher paying.

Maybe it's time to set aside the "traditional" and "nontraditional" labels and give all jobs more accurate descriptions. It would be more accurate to call them lower paying and jobs with lower control (instead of traditional), and higher paying and jobs with more control (instead of nontraditional).

Below is a listing of some nontraditional jobs for women:

PROFESSIONAL OCCUPATIONS

Engineering
Law
Medicine
Science
Mathematics
Geology
Forestry
Foreign Service
Educational Research
Accounting
Police
Anthropology
Environmental Science
Architecture
Landscape Design
Geography
Journalism
Psychology
Administration Education
Fire

MARKETING OCCUPATIONS

Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping
Transportation

TECHNICAL OCCUPATIONS

Airplane Pilot
Air Traffic Controller
Computer Technician
Electronics
Radio & TV
Drafting
Chemical Technician
Surveyor
Mathematical

SKILLED CRAFTS OR TRADES

Telephone Repairer
Office Equipment Repairer
Glazier
Plasterer
Ironworker
Painter
Air Conditioning Mechanic
Meatcutter
Printer
Carpet Layer
Welder

TRAINING PROGRAMS
- Auto Mechanic
- Diesel Mechanic
- TV and Radio Repairer
- Auto Body Repairer
- Electronics
- Machinist
- Welding
- Surveying
- Mechanical Engineering

APPRENTICESHIPS
- Carpenter
- Electrician
- Metal Fabricator
- Millwright
- Plumber
- Bricklayer
- Cement Mason
- Fire Fighter

ON-THE-JOB TRAINING
- Drywall Finisher
- Utility/ Telephone Installer
- Water Treatment Operator
- Road Laborer
- Roofer
- Upholsterer
- Cabinet maker
- Parts Runner
- Chemical Plant Operator
- Gas Station Attendant
- Tire Changer
- Shipping and Receiving Clerk
- Mail Delivery Person
- Appliance Repairer
- Construction Laborer
- Security Guard
- Lumber Yard Attendant
- Office Equipment Repairer
- Production/Millwright

Below is a listing of some nontraditional jobs for men:

PROFESSIONAL OCCUPATIONS
- Dietician
- Elementary School Teacher
- Kindergarten Teacher
- Librarian
- Registered Nurse
- Therapist

CLERICAL OCCUPATIONS
- Bookkeeper
- Mail Clerk
- Secretary
- Stenographer
- Telephone Operator
- Typist

SERVICES OCCUPATIONS
- Child Care
- Dental Assistant
- Nurse Aide
- Housekeeper and Cleaner

APPRENTICESHIP/ TRAINING PROGRAMS
- Cosmetologist
- Flight Attendant

SALES OCCUPATIONS
- Cashier
- Sales Clerk

Education and Training

One of the most valuable resources a person has or can get is education. Over 75% of Americans have a high school diploma. That still, however, means there are close to 40 million adults who don't have one. The level of education has a direct effect on an important resource: money. A high school diploma reduces the occurrence of adult poverty by about 60%. Of Americans with high school diplomas, over 90% have family incomes that are greater than twice the official poverty level income.

According to the Census Bureau, 1 in 4 Americans has a college degree. In 1990, those with degrees earned an average of $242 per week more than those without degrees. People with college degrees averaged $2,116 a month in earnings, while those with high school diplomas earned $1,007 a month.

While college is costly, those who graduate from a public university usually make up their direct college costs in about two years, although this doesn't count opportunity costs -- the pay and experience that would have otherwise been earned working rather than studying. In addition to money, education creates other resources, such as knowledge, skill, and talents. It is also a means to more interesting, challenging work.

It isn't necessary to have four years of post high school education to make a good income. There are many good jobs requiring only two years of post high school training. Also, the U.S. Department of Labor predicts that competition for jobs requiring a college degree will increase during this decade. Up to 25% of college graduates may end up in jobs that don't require a degree.

The advantages of non-college careers can include: shorter preparation time, less delay necessary for marriage and parenting, less time necessary to become established in the field, and often more satisfaction for people who like to work with their hands. Possible disadvantages might include: physically more exhausting than a sedentary career, and lower status.

Financial Management K 8
TLI # 13 / Handout

Education Earnings Gap:

		Hourly Wages/1991 Dollars
High School Dropout	1979	$ 9.59
	1991	7.62
High School Graduate	1979	10.69
	1991	9.43
College Graduate	1979	14.72
	1991	14.77
Post Graduate	1979	17.85
	1991	19.24

While schooling has always been a key variable in determining life outcomes for children, recent changes in the national labor market and the world economy make a good education even more critical to productivity and self-sufficiency. As the U.S. economy shifts from manufacturing to services, it sharply reduces the number of entry level jobs available to people who don't have much schooling. By the year 2000, people with less than a high school education will be able to fill only 14% of all jobs. The average male high school dropout got a full-time job by age 22 in 1973. Now he doesn't find a full-time job until he's 26. Unemployment among teen boys is 25%, up from 15.5% four years ago. A majority of male dropouts in 1973 had married by age 22. Now, most aren't married until age 27.
(Family Information Services, September 1990, and March, 1993.)

Different jobs have different educational requirements. Some jobs require schooling and/or passing a test before one can be hired. Other jobs require a certain skill level but schooling is not mandatory. Training can also be on the job. Job requirements may differ with each state or even with each business. Some states require elementary teachers to take an exam before they can be certified. Other states only require that they have a specific college degree. A business with only union workers, called a closed shop, might require participation in an apprenticeship program. A business that hires non-union workers, called a closed shop, may only require that workers have the needed skills.

There are many different levels of education and a variety of places to get training. How much training you need depends on the occupation you choose. In today's fast changing world, training received five years ago may be outdated. More and more jobs require workers to continue their education. It is important to think of education as lifelong learning.

Levels of Education

ABE: Adult Basic Education classes help people upgrade their reading, writing, and math skills. The classes are for people who have a reading level below 8th grade. These classes help people prepare for the GED test or just brush up on their skills.

GED: General Educational Development is a test. It is taken by persons who did not finish high school. GED is a substitute for a high school diploma. Many employers ask for proof of a high school diploma or a GED.

On The Job Training (OJT) or Apprenticeship: These programs let a person learn skills while they work. There may be classroom training. Most of the training takes place on the job. People in most apprenticeships or OJT's are paid while they learn the job.

Vocational Skill Training: This training is at vocational or technical schools. The classes are usually in adult education. The classes can be short-term or long-term.

Licensed Programs: These programs are in vocational schools, colleges, and special training programs or schools. Students take long-term training. Some jobs are licensed by the state. A person must take the training and become licensed to work in those jobs.

Associate Degree: This is a two year college degree. Students who go full-time can get the degree in two years. Many students go part-time. They still get the degree, it just takes longer. Students take courses in their major area of study. They also take general classes like math, English, science, and social studies.

Bachelor's Degree: Students who attend full-time can get this degree in four years. However, there are more programs or areas of study that may require five years. Students take courses in their major area of study. They also complete general classes.
Master's Degree: This is a one or two year college graduate program. Students must have a bachelor's degree before they can enter this training. This is advanced education in a special area.
Doctor of Philosophy: It is called a Ph.D. This is advanced study and research beyond the master's level. A dissertation (a major research paper) is required. The length of time it requires to complete this program varies. The time depends on how long it takes the student to complete the research and write the paper.
Professional Schools: These programs have special schools within the university. Students must complete a bachelor's degree. Then they apply for admission to professional schools such as medical or law school.

Earnings Gaps

Americans' standard of living has not risen since the early 1970s. Average family incomes rose 111% between 1947 and 1973, but, over the next 19 years, increased just 5%. The only reason incomes grew at all is because so many housewives went out to work. This is not to say that all Americans fared poorly during this period. Between 1977 and 1990, compensation for top corporate executives rose by 220%. At the same time, their personal income taxes were cut dramatically. In 1960, the average pay for the chief executive officers of the nation's leading corporations, after taxes, was 12 times greater than the average wage for factory workers at their companies. By 1993, it was more than 100 times greater.

Another measure -- median household income -- was $36,000 in 1993, $1,000 less than in 1973 (using current dollars). Only 20% of the nation's households -- those with incomes above $80,000 -- have gained ground on inflation since the early 1970s.

1991 Median Earning Year-Round, Full-Time Workers

All women	$20,553	All men	$29,421
White women	20,794	White men	30,266
Black women	18,720	Black men	22,075
Hispanic women	16,244	Hispanic men	19,771

With the exception of the Depression years, every generation that came of age in any decade in the nation's history did better than its parents' generation -- until the 1980s. Now, each generation faces the prospect of having a lower standard of living. Nearly everyone used to buy into the basic American dream of having a nice home, decent job, and better life for their children. For most, that dream is fading, while for many, it has become a nightmare.

How did Americans manage to get themselves into such a fix? The U.S. is steadily losing its manufacturing base, while doing away with millions of well-paying blue-collar jobs. The educational system turns out 1,000,000 functional illiterates every year. 1 out of 10 Americans is on public assistance, and there is a growing permanent underclass of hundreds of thousands of 4th and 5th generation welfare families.
("Terminal Decline of A Nation," USA Today, March, 1994.)

Earning Differences Between Women and Men
What is the earnings gap? When we talk of comparing women's earnings with men's earnings, we find that no matter how we measure them, women's earnings are below those received by men. Very often men's earnings are used as the "yardstick" to measure women's, and we say women's earnings are a percentage of men's. The earnings gap is the difference between this percentage and 100%.

How large are the earnings differences? In 1992 for those receiving hourly rates, women's median hourly earnings were 79.4% of men's; for full-time wage and salary workers, women's median weekly earnings were 75.4% of men's; and median annual earnings for women was 70.6% of men's annual earnings.

Why is there a difference among the measures? There are several reasons. Median weekly earnings and median annual earnings related to full-time wage and salary workers while hourly earnings are reported for wage and salary workers who are paid an hourly wage, without regard to whether or not they are full-time or year-round wage and salary workers. About 60% of all wage and salary workers are hourly workers; almost 55% of all employed American workers are paid hourly wages; and 50% of all employees paid hourly wages are women. When considering the earnings of full-time year-round women and men, it should be noted that women are employed fewer hours in the week and fewer weeks in the year than their male counterparts. Less time on the job contributes to the earning difference when women's weekly and annual earnings are compared with men's.

Are we closing the earnings gap? There has been a relatively steady climb in women's real earnings while men's earnings peaked in 1973 and have drifted downward since. When we look at the last 41 years as a whole, women's earnings have increased by 1.3% each year while men's earnings have grown by only 1.1%.

Why is the change in the earnings ratio so slow? Researchers have suggested that the wages of all working women did not increase relative to those of working men between 1920 and 1980 because skill (as measured by education and experience) of working women did not increase relative to working men over this period. When viewing the earnings of women compared with the earnings of men between 1980 and 1991, structural changes occurred which caused women's earnings to rise steeply. Increases in work experience and education, with work experience making more of a difference, were important in raising women's earnings. The most important change in the structure of wages has been the dramatic rise in the price of skill (that is, schooling and work experience) between 1973 and 1988. Growth in the demand for highly skilled labor has outstripped growth in its supply, thus resulting in an increase in the wage rate of skilled workers. Meanwhile, the demand for relatively unskilled labor has fallen relative to its supply, resulting in a decrease in the wage rate of relatively unskilled workers.

Which occupations affect women's earnings relative to men's? The earnings ratio data are not uniform among all occupations. In some occupations women receive approximately equal, or even greater, compensation than their male co-workers in the same occupation. Historically, women have "crowded" into a few occupations. In 1992, the six most prevalent occupations for women were, in order of magnitude, secretaries, school teachers (excluding those teaching in colleges and universities and those teaching in preschool and kindergarten), cashiers, managers and administrators, registered nurses, and bookkeepers and accounting clerks. In 1992, more than 1/3 of all full-time women workers were employed in these occupations. It has been argued that women choose these occupations because there tends to be less skill obsolescence for workers who leave and reenter the labor force. It has also been argued that the educational commitment for employment in these fields is less than in some others, and workers can have more time at home for other responsibilities. Research results indicate that sex differences in occupations are due both to differences in preferences and to differences in employer selection.

What other factors besides occupation affect the earnings gap? Seniority within the firm and in the job has much to do with earnings of American workers. Research indicates that, with other things held constant, 10 years of job seniority raises the wage of the typical worker by over 25%. Data showed that for all men, only 1.6% of all potential work-years were spent away from work while for women workers, 14.7% of all potential work-years were spent away from paid work. Thus, women spend significantly more time away from work and are apparently unable to build the seniority that men achieve.

Data for women and men with no work interruptions (defined as 6 months or more without a job or business) by age and educational attainment. For young women, those 21 through 29 in 1984, the earnings ratio of women to men was 80% or more, no matter how many years of school had been completed. However, for young women who have completed 4 years or more of college, hourly earnings are 86% of the hourly earnings of their male co-workers. As education increases, earnings also rise dramatically.

Turnover data for women and men have shown higher rates for women than for men. The recent changes in women's labor force participation tends to narrow the differences in turnover rates between women and men with a concurrent increase in women's earnings. Fewer turnovers tend to lengthen the duration on the job. Additionally, the growing tendency of employers to provide child care benefits, flextime, and family leave policies can further strengthen women's opportunity to meet family responsibilities with fewer work interruptions.
("Earnings Differences Between Women and Men," Facts on Working Women, U.S. Department of Labor Women's Bureau, December, 1993.)

Almost 67% of all part-time workers are women. Part-time hourly earnings were 59% of full-time earnings.
("Work and Family for the 90s: 101 Key Statistics," Reprinted with permission from a 1989 BNA Special Report Series on Work and Family, published by the Bureau of National Affairs, Inc., Washington, D.C. 20037.)

Women with higher salaries and job flexibility seem to have many things in common:

- They have made a commitment to get the **education or training** they need to establish themselves in their field.
- They are willing to **delay childbirth** until parenting can be the enjoyable experience it should be, not just another source of stress for an already overworked woman.
- These women have **set up support networks** for themselves, whether they consist of family, friends or spouse. They are likely to have a husband who shares the household responsibilities, a housekeeper or cleaning person, as well as professional child care.
- And they have ways to **"get away from it all;"** whether through hobbies, vacations or their own retreat place.

The Costs of a Second Earner

The tremendous increase of women into the work force is often cited as one of the most important changes in the last decade. Today, dual-earners make up more than 50% of all married couples. Among married couples with children, almost 2/3 have both husband and wife in the work force. This increase in dual-earner families has had economic consequences for society, as well as having a major impact on how the contemporary family functions.

Economic need is the most common reason given to the question of why the second earner pursues paid employment rather than staying at home. 58% of all working women are either single, divorced, separated, widowed, or have husbands earning less than $15,000 a year. 35% more families would be below the poverty level if both parents did not work. Many American families consider the second income necessary for their desired lifestyle -- one that includes home ownership, an education for their children, an annual vacation, and financial support for aging parents.

Even though the average dual-earner family has an income 50% greater than one in which only one spouse is employed, it is still important for each couple to evaluate whether this lifestyle is right for their situation. An important first step is to calculate the actual financial gain of having a second earner.

This is not always a simple task, because many of the real benefits of employment are linked to the employee's fringe benefit package. There are also job-related costs that need to be calculated, and they are sometimes difficult to separate from everyday living costs. For instance, the family that must purchase another car for the second earner to get to work finds it fairly easy to identify its job-related transportation costs. But the family who already has a second car, but feels the need to trade up to more reliable transportation for the second earner, has more of a challenge in separating out which of their transportation costs can be called job-related. In determining the costs of the second job, a couple needs to take the time to think through what expenses result from being in the work force. Some expenses are directly related to the job while others reflect the loss of home production as the family purchases products or services formerly provided by the at-home spouse.

To determine the actual increase in income realized by having a second earner, it will likely take a little digging and a lot of honest evaluation. Don't hesitate to ask the needed questions to learn what each benefit is costing the employer to provide. The value of fringe benefits averages 27.3% of an employee's total compensation in the U.S. and therefore can increase real income considerably.

Studies focusing on how one- and two-earner families spend and save their incomes show that the two groups can have considerably different consumption patterns. Dual-earner families tend to spend 1/3 more on transportation than do single-earner families. They are twice as likely to eat out on a regular basis and purchase more products with convenience built in, varying from food products to household appliances. Both spouses in dual-earner families tend to be less economy-minded, are less likely to shop around for bargains, and do considerably more impulse buying than their single-earner counterparts. They also spend twice as much on education as do one-earner households, contribute a smaller portion of their income to charities, and save a smaller percentage of their joint paychecks.

When weighing the economic costs and benefits of having a second earner in the family, it is equally important to look at the personal costs and benefits for the individual and the family.

Other reasons for maintaining a dual-earner household:

- Work can provide adult stimulation, challenge, and a network of support not always available at home.
- Employed women often report feeling better about themselves and having a higher level of self-esteem. Increased self-esteem may result from having a dollar value placed on their work and from developing a sense of expanding capabilities while growing in the job.
- Knowing that both spouses have marketable skills that can be used to support the family provides a sense of security not easily duplicated by insurance.
- This lifestyle may also provide some couples the freedom to be less dependent on a particular job. If one partner is unhappy with his/her job, there is less obligation to remain in that position for the sake of the family.
- In today's real estate market, it is usually necessary for a family to have two incomes in order to purchase a home. The income from two jobs also allows the family to enjoy a higher standard of living in all areas.

The dual-earner household has its share of disadvantages as well:

- Good child care is expensive and difficult to find. Few companies have made concessions to allow for good parenting.
- Housework still needs to be done whether there is someone home full-time to do it or not. Most often the woman ends up doing most of the household chores. She, therefore, has two jobs.
- Pressure points tend to center around schedule conflicts, lack of time and energy, and guilt.

Teaching-Learning Interaction

NOTE: Several parts of this unit on financial management fit equally well in several units in the curriculum. The other financial management issues that are included elsewhere in the curriculum are referenced below:

Work and Family Issues in the Family
Family Issues Section -- C 65, C 66, C 89 - 114

Work and Family Issues in the Workplace
The entire unit ties in with financial management.

Child Care Responsibilities
"Child Care Costs" -- I 57, 58, 72, 97 - 99

Financial attitudes

LC SS M
BWF C D K
WPBS 3 6 8 9
10 12

1. Divide students into cooperative learning groups and have them brainstorm and write all of the financial decisions individuals and families have to make. Compare and discuss lists.

   Discussion Questions:
   * In what ways does money and financial management affect the family?
   * What are the implications of poor financial management for individuals and families?
   * What can you do now to prepare yourself for effective financial management?

LC SS M
BWF C D K
WPBS 3 6 8 9
10 12

2. Handout: **Financial Attitudes Survey** (K 21, 22)
   Handout: **My Personal Consumer Behaviors** (K 23)

   The students are to complete the handouts independently, total the points from the survey, and read the information that reflects their scores.

   Divide students into cooperative learning groups and assign one area or category of the survey to each group. Each group will develop and present a poster to the class that would illustrate/describe/explain that category.

   Discussion Questions:
   * What could happen in a family/marriage/friendship if the individuals involved had distinctly different attitudes and values regarding money?
   * Identify specific problems that could occur with persons who had differing attitudes.
   * What can be done to prevent these problems? To handle these problems when they occur?

   Have students write 2 to 3 paragraphs describing his or her feelings about money and finances in his or her present and future life.

LC SS M
BWF C D K
WPBS 3 8 9 10

3. Handout: **Individual and Family Financial Decisions -- Background Information** (K 5, 6)

Have each student read the information and write down the 3 points he/she feels is most important. Share the 3 points in a small group and discuss. The group is to decide on the one most important issue to share in class discussion.

LC SS M
BWF C D K
WPBS 3 8 9 10

4. Introduce the topic of needs and wants and have the class come up with a definition for each term.

On a sheet of paper, have students write answers to these questions:

1. You are on a small island in the middle of an ocean. What are 5 things you will need to survive? What are 5 wants that would be nice to have?
2. Imagine that it is over 200 years ago. List 5 of your needs and 5 of your wants.
3. What are your 5 needs and 5 wants today?
4. What do you think your needs and wants will be in 10 to 15 years?
5. How might your needs and wants for today change if the following occurred?
   - You lost your job
   - You received a 20% raise
   - You became seriously ill
   - You won $50,000 in the lottery
   - You are getting married in 6 months

Discussion Questions:

- Do needs and wants stay the same throughout life? Why or why not?
- How do needs and wants affect our consumer behaviors? Financial management?

LC SS M
BWF C D K
WPBS 3 6 8 9 10
12

5. Handout: **Ways That People Make Consumer Decisions** (K 24)

Review the information on the handout. Divide students into cooperative learning groups and assign one of the ways people make consumer decisions to each group. The group is to identify the attitudes, values, and goals represented by that type of person, and list the advantages and disadvantages of making consumer decisions in that way. Share with the class.

Students are to select the way they usually make consumer decisions and write a paragraph describing how that affects present financial management, and how it would affect future financial management.

LC SS M
BWF C D F K
WPBS 3 6 8 9
10 12

6. Divide students into cooperative learning groups. Each group is to write a case study describing a family and a financial decision the family needs to make. Exchange the case studies with other groups in the class.

Assign one of the ways people make consumer decisions to each group. The group is to **decide the effects on the family and on the financial decision/outcome if that method of making consumer decisions was used.** Share findings with the class.

LC SS M
BWF C D F K
WPBS 3 6 8 9
10 12

7. Handout: **How to Get the Most for Your Money and Avoid Future Problems -- The RESPA System** (K 25)

Keep the same groups as in the last activity. Using the same case study, the group is to decide which specific skills the family in the case study should use from the RESPA System to make the financial decision. Share findings with the class.

Independently, have students identify (on paper) a financial decision he or she is making or needing to make. The students are to write out the skills or strategies that he or she could use in order to make a more effective decision.

LC SS M
BWF C D K
WPBS 3 8 12

8. Have students **keep a record of purchases they make for a one week period.** Identify each item as to whether it is a need or a want; what attitudes, values, and goals were represented in each of the purchases, and which consumer decision making factors were used in making the decision/purchase.

LC SS M
BWF C D K
WPBS 3 8 9
10 12

9. On a piece of paper, **ask students to total the cost of all items on his or her body and in his or her back pack/book bag.** Include contacts, glasses, jewelry, clothing, notebooks, pens, etc. Ask that the student's name be left off of the paper. Ask a student to record the students' totals on the board or overhead. Total and divide to find the class/student average.

Discussion Questions:

- What dollar average did you expect? Was the average higher or lower than expected?
- Would this dollar amount vary a great deal from day to day? Why or why not?
- What impact does teenage spending have on the economy?
- Is it important for teenagers to make good consumer decisions, or is that only for when you are an adult? Why or why not?

LC SS M
BWF C D K
WPBS 3 8 12

10. Have students **list items or entertainment he or she would like to purchase and list its cost.** If the student is working, use the dollar-per-hour wage he or she is making, otherwise, use the minimum wage of $4.25 per hour. Have students calculate the number of work hours required in order to purchase the desired items.
Example: Jeans $45.00 divided by $4.25/hr.
equals 10.59 hours of work

Traditional and non-traditional jobs

LC SS M
BWF C D K
WPBS 3 6 8 9
10 12

11. Handout: **Career Exploration** (K 26)

Provide careers information. Students are to explore 3 jobs/careers he or she is interested in, research each career, and complete the handout.

When completed, have the students share the information and compile a list of careers researched and average starting salary. Then, separate the list of careers by female dominated jobs and male dominated jobs. Total the salaries for each and compute an average salary for each gender.

Discussion Questions:

- Did students choose jobs that are fairly traditional for his or her gender? What percentage chose traditional jobs? What percentage chose nontraditional jobs?
- When calculating average incomes for each gender, what did you find? Why do you think it is that way?
- What are the implications of traditionally female jobs being lower paying jobs?
- How does this affect personal and family income?

LC SS M
BWF C D K
WPBS 3 6 8 9
10 12

12. Handout: **Traditional and Nontraditional Jobs -- Background Information** (K 6)

Review and discuss the information. Then, have students explore 3 nontraditional jobs using the same format and follow-up as in the previous activity.

Discussion Questions:

- How did the income and education from these jobs compare to the traditional jobs that were researched?
- How does this affect personal and family income?
- How does this affect the balancing of work and family responsibilities?
- What difficulties might arise from holding a job that is considered nontraditional?

Education and Training

LC SS M
BWF C D K
WPBS 3 8 9 10 12

13. Handout: **Education and Training -- Background Information** (K 7 - 9)

Review the information. Students will select two of the jobs he or she researched previously and determine the education and training required. The student is to choose 2 or 3 colleges/training programs/vocational or technical schools that would provide the needed training. Research costs and basic information. Share findings with the class.

LC SS M
BWF C D K
WPBS 3 8 9 10 12

14. Read the following scenarios to the students and discuss in relationship to **retraining.**

- Chandra decides to quit her job as a computer programmer until her children are both in grade school. How will this decision affect Chandra now and in the future? What retraining needs will she have in 6 years when she wants to go back to work? How can she obtain the needed training?
- Rick now works as a brick layer, makes good money, and has many businesses that use his services. He is tired of the long hours, slow times of the year, and the back breaking work. He decides to go back to school to get a degree in architecture. How will this affect Rick now and in the future? What are some other decisions that will also have to be made?
- Lora's office has just replaced the old computer system with a new and different system. Lora's boss wants her to attend evening classes at the community college to learn the new system. How will this affect her present and future? What is lifelong learning?

LC SS M
BWF C D K
WPBS 3 8 12

15. Handout: **Career Ladders** (K 27)

Students are to complete the handout according to the given instructions. Students are to write out answers to the discussion questions, then follow-up with class discussion.

Earnings gaps

LC SS M
BWF C D K
WPBS 3 6 8 9
10 12

16. Handout: **Earnings Gaps -- Background Information** (K 9 - 11)

Divide students into cooperative learning groups. Students are to read and discuss the information first. Then, using the information, each group is to develop a game to cover the information. Any kind of game is acceptable as long as it can be played in a small group, has specific written instructions, and has all necessary parts developed in order to be able to play the game. Upon completion of all the games, each group will exchange games with another group and play their game.

Discussion Questions:

* Identify and describe different types of earnings gaps. (education, gender, race, occupations, job experience)
* What implications do these earnings gaps have on individuals and families?
* What implications do these earnings gaps have on balancing work and family?

The Costs of a second earner

LC SS
BWF C D K
WPBS 3 6 8 9
10 12

17. Handout: **The Costs of a Second Earner -- Background Information** (K 11, 12)

Introduce the activity with the following questions:

* If you marry, do you think both of you will work, or just one of you? Why?
* Do you think both of you may work if you have children? Why or why not?

Divide students into cooperative learning groups. They are to list advantages and disadvantages of having a two-earner couple with children versus one parent staying home with the children. Share and discuss the lists.

Review and discuss the background information.

Discussion Questions:

* As a working wife and mother, what household chores will you expect your husband to take on?

- Will you be fully prepared, vocationally, to earn nearly half of your family's income?
- As a working husband and father, will you be willing and prepared to take on household chores and child care responsibilities?
- How will you feel about your family's standard of living being so dependent on your wife's salary?
- As a couple, how willing will you be to quit your job and move to accommodate your spouse's career? What might that mean to your career?
- How will you feel about leaving your child in the care of a child care provider?
- How will you feel about your school-age children coming home in the afternoons after school to an empty house?

LC SS
BWF C D K
WPBS 3 6 8 9
10 12

18. Divide students into cooperative learning groups. Each group is to write a **case study of a couple (some with and some without children, single parent family) trying to decide on becoming a single-earner or dual-earner couple.** The students are to give lots of details about the family and their priorities.

    Exchange case studies with another group. What decisions would your group make regarding dual-earnership for the couple? Share findings.

LC SS M
BWF C D K
WPBS 3 8 9
10 12

19. Ask students: What are the **financial costs of having a second earner** in the family? What are the financial gains of having a second earner in the family? As a class, make two lists on the board or on a transparency.

    From this list of financial costs, develop a worksheet or cost sheet. The students are to use the case study from the previous activity and determine the costs and the financial gains for the person in the family who was considering becoming a second earner. (Some things to include: income tax withheld, social security, additional income tax, child care expenses, transportation costs, additional clothing, lunches, household help, increase in purchasing of convenience foods, eating out more often, training or schooling expense, cost of tools or supplies required by job, parking costs, office contributions, etc.)

LC SS M
BWF C D K
WPBS 3 6 8 9 10 12
FHA/HERO

21. **FHA/HERO Integration**
The students could use the information from this unit and develop a project to share with other students or with adults in the community.
Also, students could develop a project using the Financial Fitness program.

Note: It is suggested that information on spending plans/budgets be incorporated at this point in the curriculum. Use the regular budget materials from your classes, just incorporate case studies/situations with dual-earners, single earners, lower earning jobs, child care costs, etc.

Debriefing

Content: How do your financial attitudes affect your consumer behaviors?

What insights do you now have regarding your personal consumer behaviors?

In what ways do your personal consumer behaviors affect your future?

How do traditional and nontraditional jobs affect personal and family income? Personal and family life?

What insights do you now have regarding the types and the impact of earnings gaps?

Process: Why was it beneficial to compare the incomes of traditional and nontraditional jobs?

How was the cooperative learning activity helpful in identifying important issues regarding the earnings gaps?

How were the case studies helpful in examining the costs of being a dual-earner couple?

Financial Attitudes Survey

Directions: Check the column that most closely matches your feelings to see what your attitudes towards money are. There are no right or wrong answers.

	Very true (6)	Sometimes true (4)	Not sure (2)	Not true (0)
1. I believe that part of my allowance/income should be used to help with family expenses.				
2. I expect more money when given more responsibility on my job (jobs at home or in the workplace).				
3. I feel that it's important to save money each month.				
4. I feel that time is more important than money.				
5. Happiness is being able to buy what I need when I want to.				
6. I like to be looked up to as a powerful person.				
7. I do not care about the appearance of my car as long as it runs.				
8. A job that helps others is more important than the money I make.				
9. It is important to me that I make more money than my peers.				
10. I do not want the responsibility of being in charge of my peers.				
11. I would rather save money for something I want than spend it on many small items.				
12. I like to have the newest items on the market.				
13. I feel important when others serve me.				
14. I'm as happy with clothes from Wal Mart as clothes from the Brass Buckle.				
15. When a friend borrows money from me, it doesn't bother me if he or she pays it back.				
16. I feel the better I'm doing at my job the more money I should make.				
17. I believe that a penny saved is a penny earned.				
18. I would like to have enough money to spend as I wish for a year.				
19. I enjoy having fashionable clothes.				
20. I enjoy recognition in front of others.				
21. I feel money can't buy happiness.				
22. I'd rather give money to help a homeless child than make monthly payments on a CD player.				
23. I feel that job happiness is determined by being paid for what I'm worth.				
24. It is important for me to know I will have a secure job.				
25. I like to choose how I use my time.				
26. It is important for me to have a new car.				
27. I want to attend a prestigious school.				
28. I prefer to not be concerned about money.				
29. I feel it's important to help those less fortunate than me.				
30. It's important to be to be the first person in my family to go to college or vocational/technical school.				
31. There are times that I'm uncertain that I will have enough money for housing, food, and clothes.				
32. I prefer to be the leader rather than the follower.				
33. I prefer shopping to saving money.				
34. The recognition I receive for good deeds is important to me.				
35. It doesn't matter whether I have hamburgers or steak.				

Financial Management K 22
TLI # 2 / Handout

Which statements are "very true" for you? Find those and write "6" beside the number below. Write a "4" beside those that are "sometimes true," a "2" beside those that are "not sure," and a "0" beside those that are "not true." Then, total the scores in each category. The category with the highest number is most important to you at this time. Explanations of each category are given after the totals.

Concern for Others	Measure of Success	Security	Freedom and Flexi-bility	Purchasing Power	Status Seeking	Necessity	
1.___	2.___	3.___	4.___	5.___	6.___	7.___	
8.___	9.___	10.___	11.___	12.___	13.___	14.___	
15.___	16.___	17.___	18.___	19.___	20.___	21.___	
22.___	23.___	24.___	25.___	26.___	27.___	28.___	
29.___	30.___	31.___	32.___	33.___	34.___	35.___	
___	___	___	___	___	___	___	Totals

Concern for Others -- Money can be used to help your family and friends, to support causes you believe in, and to make the world a better place for everyone. You would not want to choose a job that was harmful to others or was unethical. You might consider a job in one of the helping professions. Doctors, lawyers, pharmacists and veterinarians are all in the business of doing good for others. You might want to be a counselor or a research scientist, a politician or a diplomat, a farmer, or an engineer.

Measure of Success -- If this was your highest category, you think of your salary as a report card -- the higher it is the better you are doing. You want to be at the head of the class. You may be willing to take calculated risks if the possibility of earnings is great enough. Career choices might include working for a big corporation where earning potential is greater, or working for yourself. You might be interested in investment opportunities.

Security -- Those who score high in this area think that the best thing about money is the security it provides. You probably wouldn't want to start your own business or invest your time and money in any kind of risky venture. You want to make sure all of your economic needs will be met, that you don't have to worry about losing your job, your health, or your savings. You'll probably want a job with an established firm, or one that does not go through a lot of changes. Government service jobs are generally considered secure. A job with good benefits and a generous pension will fit your needs. Your salary doesn't need to be high, but it must be adequate.

Freedom and Flexibility -- People who like the freedom and flexibility that money gives them don't like to be controlled by others. They often find happiness in jobs as entrepreneurs, freelancers, consultants, or professionals in private practice. It is very important for them to be in charge of their own lives, to do what they want to do. Displaying your wealth is not important, but spending extra income for travel and household help would be a priority.

Purchasing Power -- You will want to earn enough money to buy what you want, when you want it. It's important to always have the most, the latest, and the best of everything. A job with a high salary is important: a corporate professional, marketing, sales, advertising. If you do not make a salary to meet your needs, you are in danger of over-using your credit card.

Status Seeking -- You like the recognition that money can bring and the status and power it can deliver. Money is a status symbol in our society, and people who have it are likely to be treated well. They can have the material goods, and also the influence necessary to get other people to do what they want. You require a high paying job, or a job that lets you associate with wealthy people.

Necessity -- You can live simply and happily with a small, but adequate income. You can accept a job you like even though it doesn't pay very much.

My Personal Consumer Behaviors

__Directions__: Think of yourself as a consumer -- one who buys and uses goods and services. Complete the following statements. Do not change your answers once you have written them down. There are no right or wrong answers.

1. I spend too much money on ____________________.
2. I most enjoy buying ____________________.
3. I'd use credit if ____________________.
4. If I'm in a depressed mood I may spend my money ____________________.
5. If I'm in a happy mood I may spend my money ____________________.
6. I most enjoy owning ____________________.
7. The saver in our family is ____________________.
8. The spender in our family is ____________________.
9. I am most extravagant when ____________________.
10. I am the "tightest" with money when ____________________.
11. I take ___more, ___fewer, or ___about the same number of things back to the store than most consumers.
12. My best purchases have occurred when ____________________.
13. I usually postpone buying when ____________________.
14. After something gets old or worn I usually ____________________.
15. My parents often make spending seem ____________________.
16. My parents often make saving seem ____________________.
17. When it comes to savings, I ____________________.
18. As a consumer I am ___seldom, ___sometimes, ___often concerned about how my purchases affect the environment.
19. If I won the million dollar lottery, I would ____________________.

__Directions__: Below are 15 items to "purchase" with money from your budget. __In order__, rank the item you would buy first (1), second (2), and so on.

___Buy new clothes

___Buy books

___Redecorate your room

___Save for future expenses

___Take a vacation

___Buy lottery tickets

___Eat out

___Buy car insurance

___Go to sports events, concerts, plays

___Donate to a favorite cause or charity

___Set aside money for future education

___Give money to a friend/family who doesn't have much

___Buy stereo equipment

___Buy a new car

___Have a party for friends

On another sheet of paper, answer the following questions:

1. Star your top three items. Do they have an underlying value in common? If yes, what is it? What about your lowest items? Do they have a non-important value in common? If yes, what is it?
2. How does "dream" spending compare with spending in your real world?
3. Thinking back through what you wrote and pulling your thoughts together, what is one thing that stands out to you about your present consumer behaviors? How do you think present consumer behaviors will affect your future consumer behaviors?

Financial Management K 24
TLI # 5 / Handout

Ways That People Make Consumer Decisions

HENRIETTA HABIT

- Buys the same products repeatedly
- Unconsciously chooses things that were purchased before
- Is unlikely to consider or compare favorite products with other choices

RULE-OF-THUMB RALPH

- Uses a rule-of-thumb (a generally believed guideline) instead of seeking accurate information
- Usually buys the same brand over and over
- Uses rules-of-thumb, such as:
  - Sale prices are lowest
  - Price means quality
  - The top of the line is the best buy
  - Larger sizes are better buys
  - Known brands are best

CATHY CONSPICUOUS

- Buys to impress others
- Hopes to improve or demonstrate social status through purchases
- Is encouraged by advertising to purchase new items, whether they are needed or not or to replace old goods before they wear out

ISIDORE IMPULSE

- Buys unplanned purchases on the spur of the moment
- Makes decisions in the store -- sees it and buys it
- Buys unnecessary products and services
- May overspend by using credit

PLANNING PAULA

- Uses a thought out decision-making process
- Decides on the best buy after looking at the costs and benefits of several choices
- Defines values, goals, resources, and standards related to purchase
- Seeks accurate and adequate information
- Plans carefully, especially when item is expensive or will be used for a long time

The RESPA System

How to Get the Most for Your Money and Avoid Future Problems

R **RESEARCH** -- Find out all you can about a product before shopping.
- Check with your local library for magazines and other sources of consumer information.
- Talk to friends and experts who might have useful information.
- Use information from sources that are unbiased, that are not out to sell you the product.

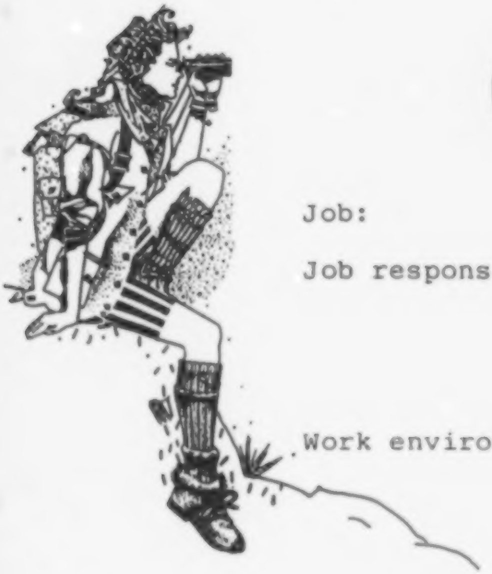
E **EVALUATE** -- Define exactly what you want to buy, how it will be used, what features you need and want, and how much you are willing to spend.
- Analyze what you need and what features are important to you.
- Ask how you will use the product and how long you expect to keep it.
- Read ads and sales literature on the product; remember that such literature is biased to make you want to own the product.

S **SHOP** -- Go to various stores and decide where to buy.
- Determine where you can buy the product -- local stores, mail order, secondhand, specialty stores, discount or department stores.
- Compare stores and other places where you can buy the product.
- As you shop, ask questions based on what you learned from the research. Don't let the salesperson do all the talking; be skeptical.
- If the product comes with an owner's manual, ask to see one before buying.
- Compare brands. Remember that higher price does not guarantee higher quality.
- Look for the best price on the model you want; use a telephone if possible. Consider ordering by mail from a respected company.
- Try to use the product in the store if possible. Inspect it carefully for quality construction.

P **PURCHASE** -- Consider how to buy the product.
- Can you bargain with the seller for a lower price?
- Determine if you wish to pay with cash, check, or credit card.
- Read the terms of contracts carefully.
- Understand completely the guarantee or warranty that comes with the product before you pay.
- Check return and exchange policies of the store before you buy.

A **ASSERT YOUR RIGHTS AFTER PURCHASE**
- Read the instruction book. Follow the use and care instructions for the product.
- Keep a record of your purchase, including the serial number and date of purchase.
- Use the registration card if supplied by the manufacturer.
- If you have complaints or problems, contact the place of purchase of the manufacturer immediately. Many companies have toll-free numbers to handle customer problems.
- Keep a record of your efforts to have your problems remedied. This record should include the name of people you speak to, the time, date, and other relevant information.
- Clearly state your problem and the solution you want.
- Include all the relevant details, along with proof of purchase.
- Briefly describe what you have done to resolve the problem.
- Allow each person you contact a reasonable period of time to resolve your problem before you contact another source of assistance.

Source: Adapted from Colorado Core Curriculum: Life Management, Colorado State University, 1991.



Career Exploration

Job:

Job responsibilities/important aspects of the job:

Work environment/working conditions:

Benefits from this job/special features:

Education/training/special skills/licensing/certification required or needed for this job:

Future outlook for the job/opportunities for advancement:

Starting salary/average salary:

Related occupations:

Career Ladders

Most people who begin working at a job hope to move up some day. They usually want better paying, more responsible positions. Almost every entry level or beginning job can lead a good worker to more than one better job. Choose three entry level jobs that you are interested in. Put the job titles on the bottom rungs of the ladders. On the next rungs, write the other jobs that these entry level jobs lead to.

Job title
Job title
Job title
Job title
Job title

Job title
Job title
Job title
Job title
Job title

Job title
Job title
Job title
Job title
Job title

Write out answers to these questions on another sheet of paper:

- * What is needed to move up the ladder? (training, experience, time, money, etc.)
- * If you are already on the job, what are some ways in which you can get the extra training/etc. to be able to move up the career ladder?
- * What is the career ladder for your career choice? If you entered this career now, where would you be in 5 years? Ten years?

STRESS MANAGEMENT

Stress Management

Perennial Problem:

What should be done about managing family and work life?

Practical Problem:

What should be done to manage stress in the family and in the workplace/school?

Learner Outcomes:

The learner will:

1. Analyze factors contributing to individual and family stress.
2. Identify the causes of stress and the impact on individuals and families.
3. Evaluate positive and negative effects of stress on self, family, relationships, and work productivity.
4. Examine stress management techniques and apply to his/her personal life.

Supporting Concepts:

Factors Contributing to Stress
- Teens experience stress
- What is stress?
- Causes of distress
- Effects of stress

Identifying My Own Stressors
- Individual and family stress assessment

Managing Stress
- Ways to manage stress
- Humor and stress
- Building breaks into your day

Resources

Mary Bronson Merki and Don Merki, Health: A Guide to Wellness, Glencoe Division of Macmillan/McGraw Hill School Publishing, New York, Copyright 1994.

Diane Frey and C. Jesse Carlock, Enhancing Self Esteem, Accelerated Development, Inc., Muncie, Indiana, 1989.

Richard Lovelace, Stress Master, Published by John Wiley and Sons, 1990.

Albert Ellis, How to Stubbornly Refuse to Make Yourself Miserable About Anything, A Lyle Stuart Book, 1988.

Stress Management L
"Factors Contributing to
Stress" Section

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Factors Contributing to Stress

Background Information

Teens Experience Stress

Stress is an inseparable part of the daily lives of adolescents. The teenage years bring many rapid changes, including changes in physical appearance, body image and sexuality conflicts, scholastic and athletic pressures, new freedom from parental supervision, participation in more complex social relationships, decisions regarding future career and educational plans, entry into the world of work, and pressures from others to use drugs or alcohol. In addition, young people are living in a world of continuous and rapid change associated with a high degree of uncertainty. Many teenage students come to school dealing with problems or concerns unrelated to school, but that can greatly affect their academic performances. For some students, school may be the only stable, secure environment in their lives. For others, school may be a source of distress or become an arena for acting out in response to a difficult home situation. Some students face difficulties from having to adjust to changes in family situations or home environment, such as: parental divorce, family and community violence, living in poverty and trying to meet the basic demands of daily living, family economic uncertainty because of layoffs or reorganizations, and family crises.

What Is Stress?

Stress is the body's reaction that occurs in response to a demanding situation. A series of physical changes takes place automatically when a person is in a highly stressful situation. Special glands send a chemical called adrenaline into the blood, the pupils of the eyes enlarge, and the temperature of the body rises. These and other physical changes prepare the body to deal with the demanding situation.

Basically, anything that causes a person to worry or get excited, or causes other emotional and physical changes will cause stress. Something that causes or contributes to stress is called a stressor. Some common stressors for teenagers might be certain assignments or classes in school, grades, athletic and performance events, family disagreements, and peer pressures. Adult stressors might include: bills, responsibilities at work, family disagreements, work and family conflicts, and family crises. Each situation is a stressor that causes changes in the body's normal functioning -- the stress response.

While stressful situations affect the body's functioning, not all stressful experiences are considered harmful. The demand may be perceived as exciting, pleasant, and invigorating. This kind of demand is referred to as eustress, or "good" stress. Situations that might produce eustress include riding a roller coaster, successfully completing a gymnastic routine, passing a driving test, meeting new people, and playing in the school band. Eustress helps enrich a person's life and makes it more enjoyable by helping him or her meet challenges and do his/her best.

On the other hand, unpleasant situations can also cause stress. The demand may be perceived as threatening, unpleasant, or harmful. This kind of demand is referred to as distress, or "bad" stress. Situations that can cause worrying, sorrow, anger, or physical pain could cause distress.

The distinction between eustress and distress often depends on the way an event is defined by the person. A situation that causes eustress for one person can be distressful for another. For example, an outgoing person might look forward to joining extracurricular activities at school; a shy person might dread it. Also, a similar situation can be eustressful or distressful for the same person at different times. For example, if a person prepared well for a test, taking the test might cause eustress. Another test that the person did not prepare for might cause distress. It is important to know how an event is defined by the person or group experiencing it. It would be a mistake to assume that any particular event is equally stressful to all who experience it.

Although people are accustomed to thinking about stress as being the result of unpleasant or negative events, positive events as well as negative events produce stress responses. Weddings, graduations, the birth of a baby, and promotions produce stress responses, as do funerals, failing a class, or being fired from a job. The stress response occurs in reaction to many small, day-to-day events -- like hearing the alarm in the morning, worrying about missing the bus or your ride, or getting an invitation to an important social event -- as well as in reaction to major life events. In fact, stress is part of the excitement of living in an unpredictable, changing world. On the other hand, lack of change can itself be stressful if the person feels trapped or bored in an enviroment that is not adequately challenging and stimulating. Ideally, people should strive for the "right" amount of stress. Too much stress can cause a person to "burn out," possibly leading to emotional and physical problems. And yet, avoiding stress altogether would deprive a person of the opportunity to live a full and productive life. In fact, small amounts of stress help a person prepare for greater stressful situations in the future.

Some situational conditions increase a person's exposure to stress. The most common is having too many things to do. In adolescence, especially as young people enter high school, they may find themselves overwhelmed by demands such as their schoolwork, extracurricular activities, social relationships, part-time work responsibilities, and increasing responsibilities at home. Because most young people have not yet developed effective time-management and planning skills, they are more likely to become anxious or depressed because they cannot keep up with the many tasks they are expected to perform. As adults, as well, it is easy to have too many things to do that create overload -- dual-earner roles, parental responsibilities, continuing education, and holding two or more jobs.

Causes of Distress

When we say that a person is under stress, we usually mean that they are showing signs of having reached the limit of their ability to absorb and rebound from the repeated demands that produce the stress responses. In order to control the amount of stress in a person's life, he or she must be clear about the cause of the stress.

PHYSICAL STRESSORS

Conditions of your body and the environment that directly affect your physical well-being can be categorized as physical stressors. Examples include thirst, hunger, overexposure to heat or cold, lack of sleep, excessive physical exertion, illness, weather extremes, pollution, noise, accidents, fires, and natural disasters such as floods and storms.

EMOTIONAL STRESSORS

Emotions such as worry, fear, anger, grief, and depression are powerful stressors. Each of these emotions usually comes from or leads to another stressor. As an example, if a person worries about a situation or is afraid of something, that "something" or that worry is as much a stressor as the emotion it produces.

SOCIAL STRESSORS
Social stressors arise from relationships with other people. Daily experiences with family members, friends, teachers, co-workers, and others, involve social relationships. These social interactions often generate stress. Most of the significant stress experienced by teens is probably caused by social stressors.

Effects of Stress

The physical changes caused by stress prepare the body to deal with demanding situations by providing the needed energy, attention, and strength. A number of physical changes take place as the body prepares itself for facing the challenge. Even while under stress, most people are not aware that many of them are occurring. Adrenaline production is increased. Blood pressure rises, and this increases pulse rate and respiration. Blood coagulation mechanisms make the blood clot more readily in case of injury. Sensory systems become more focused, helping people to be more attentive to certain stimuli and to block out others. In many demand situations, these responses are extremely helpful. However, if the demands continue for too long or if too many demands occur at once, a person will become exhausted.

These physical changes can lead to other reactions besides exhaustion, such as, light-headedness, upset stomach, or headaches. These and other reactions are common reactions to stressors, but they will vary from person to person. They usually last only a short period of time, disappearing once the source of the stress is removed. However, high levels of stress and prolonged periods of stress can lead to many conditions. For example, the increased stomach acid caused by stress can lead to ulcers. High blood pressure caused by stress can lead to cardiovascular problems, such as stroke. Prolonged stress also can lower the effectiveness of the body's immune system, making a person more susceptible to disease. While the precise role of stress in causing diseases is a debated topic, some doctors think that more than half of the health problems in the United States requiring medical attention are stress related. Diseases that are thought to be stress-related include: allergies, arthritis, asthma, backaches, cancer, cardiovascular diseases, colds, diabetes, flu, hay fever, infections, migraine headaches, and ulcers.

Teaching-Learning Interaction

LC SS
BWF C D E L
WPBS 4 12

1. Handout: **Teens Experience Stress -- Background Information** (L 3)
Handout: **What Is Stress? -- Background Information** (L 3, 4)

Introduction Exercise: Ask students: How many of you are aware of feeling stress? What is stress?

Hans Selye defines stress as "The body's response to any demand placed upon it."

Have the students close their eyes and visually recall a recent experience that they considered to be very stressful. Recall the circumstances of the experience/situation, how you felt physically, and the feelings you experienced. Allow enough time for the students to "get involved" emotionally/physically with the recalled stress, then, ask the students to describe how they were feeling, both physically and emotionally. Ask: Do any of you feel some muscles that are tensing, headache, emotional upset similar to what you felt in the real situation, etc.

Follow this with an activity to encourage relaxation: deep breathing, music, exercise to relax muscles, or humor. Ask students to describe how they now feel emotionally and physically.

Discussion Questions:

- Can we create the emotional and physical symptoms of stress simply by recalling a stressful experience? Do we do that in our daily lives? Give examples.
- What does this tell us about stress? (Stress is determined by our perceptions of things/events before, during, or after they happen.)
- Why should you be concerned about stress in your life? The lives of others?
- What would happen if you made no attempt to manage stress in your life?
- Did anyone recall an experience that resulted in positive stress? What is positive stress? Is stress only negative?

Divide students into cooperative learning groups and have them read the background information. Each person in the group is to select three new pieces of information on stress that they never knew before and write it on a piece of paper. Then, as a group discuss the information that was new, choose one to share with the class.

LC SS
BWF C D E L
WPBS 4 12

2. **Generate a discussion on stress makers -- the causes of stress.** Ask students: What kinds of events, experiences and decisions are presently causing stress in your life?

On small sticky notes (or small pieces of paper, use tape), have students write one cause of stress in their life. Invite a student to volunteer to come to the front; each of the other students will read his or her stress maker and stick it on the volunteer. Upon completion, tell students: Here is a person with a lot of stress! How do you feel?

Ask the student to tell how they might feel emotionally and physically if he or she had all of these things causing stress in his or her life.

LC SS
BWF C D E L
WPBS 4 8 12

3. Handout/cards: **What Causes Stress?** (L 11, 12)
Transparency: **Stress-Contributing Factors** (L 13)
Handout: **Causes of Distress** (L 4, 5)

Divide students into cooperative learning groups and give each group a set of cards. There are two sets of cards -- situations that apply more to teenagers and another set that has situations that cause stress in adults. In the group, students are to draw one card at a time and place it in one of three piles based on whether the event on it is one they could consider to be extremely stressful, moderately stressful, or minimally stressful.

When completed, have students share reactions to the activity and describe the criteria they used to determine the level of stress.

Using the transparency, explain how each of the factors are present in the events they classified:

* Degree of change associated with an event
* Unpredictiability of the event
* Lack of control over the event
* Degree of conflict generated by the event

Have students go back through their stack of "extremely stressful" events and identify the factors from the transparency that would contribute to the stress level.

Review the background information. Have students sort their cards/categorize the stress causes as to a physical, emotional, or social stressor.

Discussion Questions:

- Were your classifications similar to or different from those of other groups? Why or why not? (people perceive events differently)
- Which criteria did you consider when deciding the level of stress caused by the event?
- If the level of stress is partially determined by how the person perceives the stress, who "owns" the stress and who has a large degree of control over the level of stress generated?
- When categorizing the causes of stress as to physical, emotional, or social, which area had the largest number? Why is this? What are the implications?
- At what level would the events from the cards begin to accumulate and create stress "overload"?
- Which of these events have caused stress in your life?
- Which of these events would cause very little stress for you? Why? How does that compare to others' perceptions of level of stress from that same event?
- Which of these events would be considered a form of positive stress/eustress? Why would it be stressful?
- When under stress, a person tends to make poorer choices and decisions which can lead to inappropriate behaviors. Give examples. How does this affect the level of stress generated by the event?

LC SS
BWF C D E L
WPBS 4 6 9 10 8 12

4. Handout: **Case Studies -- Stress Related Case Studies** (L 15)

Divide students into cooperative learning groups and assign a case study. Students are to determine the causes of stress and which of the four factors (from the transparency) are contributing to the stress. Discuss as a group and then share with the class.

LC SS
BWF C D E L
WPBS 4 9 10 12

5. Handout: **Effects of Stress -- Background Information** (L 5)
Transparency: **The Stressed Body -- Symptoms of Stress** (L 16)

Generate a discussion on the symptoms of stress. As students generate symptoms, write the symptoms on the transparency on the appropriate area of the body that it affects (headaches written on the head; indigestion written on the stomach; muscle tension written on neck or shoulders).

Debriefing

Content: How does stress affect our relationships in the family and in the workplace?

How does stress affect our productivity in the family and in the workplace?

What factors contribute the most to the levels of stress experienced by an individual?

Process: In what ways was it beneficial to categorize causes of stress by the levels of stress produced?

In what ways was it beneficial to categorize causes of stress by whether it was a physical, social, or emotional stress?

How were the case studies beneficial in examining the stress-contributing factors on individuals and families?

What Causes Stress? -- Teenage Situations

Taking a test	Selection to an athletic team	Major personal illness or injury
Suspension from school	Increased number of arguments with parents	Separation of parents
Unplanned pregnancy	Suspension from school	Enrollment in a new school
A friend is killed in a car accident	Loss of parent's job	Death of a family member
Recognition for athletic performance	Failing grades	Asking someone for a date
Break-up with boyfriend or girlfriend	Loss of a close friend	A friend commits suicide
A friend shares with you that he/she is considering suicide	Listed on the honor roll for the semester	New boyfriend or girlfriend
Misplacing things or losing things	Getting your driver's license	Acceptance to college
Decisions about future education and careers	Being elected as an officer for your student council	Having too many things to do
Going on a diet	Concern over physical appearance	Boredom
Being robbed	A car accident	Having very few friends
Speaking in front of a group	Lack of money	Job after school and on weekends
Lack of exercise	Family conflicts	Substance abuse

Stress Management L 12
TLI # 3 / Handout/Cards

What Causes Stress? -- Adult Situations

Baby cries all night	Argument with a son or daughter	Car breaks down -- $120 to repair and without car 3 hours
Child has severe illness	Child care provider backs out on you at the last minute	Car breaks down -- $1,400 to repair and without car 3 days
Spouse has cancer	Child arrested for DUI	Having a baby
Bill collection letters being sent to you	Having the flu	Divorce
Wedding of a child	Moving to a new location	Children leaving home
Lack of money to buy the "extras" for the family	Injury that resulted in a facial scar	Major personal illness
No time for self or for leisure time	Fired from job	Staying late at work regularly to get work completed
Car pooling with others to get to work	Housework	Job responsibilities
Balancing work and family responsibilities	Elected as an officer in a community organization	Being a parent leader for a 4-H group
Attending your child's vocal music recital	Looking at your child's grade card	Death of a family member
Caring for elderly parents	Son or daughter is using drugs	House fire
Lack of exercise	Poor eating habits	Disagreements with co-workers

Stress - Contributing Factors

* Degree of change associated with an event

* Unpredictability of the event

* Lack of control over the event

* Degree of conflict generated by the event

Stress - Contributing Factors

The Cause of Stress: There are certain characteristics that increase the degree of stress arising from a situation.

- Degree of change associated with an event

  Change could be in the home, lifestyle, diet, friends, jobs, etc. Change itself, whether positive or negative, is a stressor.

  Major events compared to minor hassles.
  - -- Major events: death, fire, tornado, serious illness, etc.
  - -- Minor hassles: irritating, frustrating, distressing incidents that occur in our everyday life. Examples: misplacing or losing things, having too many things to do, being concerned with physical appearance.

  Which have more of a stressful effect?
  - -- Research shows that people who suffered frequent and intense hassles had the poorest health. It was also found that the day to day happenings seem to cause more stress than large, dramatic events.

  Lack of change can also be stressful.
  - -- Boredom and monotony can distress people. No change may actually be more stressful than the expected change. Examples: spending hours of time preparing for an exam only to find out that it has been postponed, or if you have had an expected vacation cancelled.

- Unpredictability of the event

  Although change is stressful, we are able to predict and prepare for it. Events that are unpredictable are stressful because one cannot plan for these random events.

- Lack of control over the event

  Many events in our environment may be particularly stressful because they emphasize our vulnerability and lack of control. Example: natural disasters such as tornados, earthquakes or nuclear accidents; being robbed, raped or assaulted.

  One view is that having control increases the predictability of events and allows people to feel more prepared to deal with their environment.

- Degree of conflict generated by the event

  Conflict is a state that occurs when a person is motivated to choose between two or more mutually exclusive goals or courses of action.

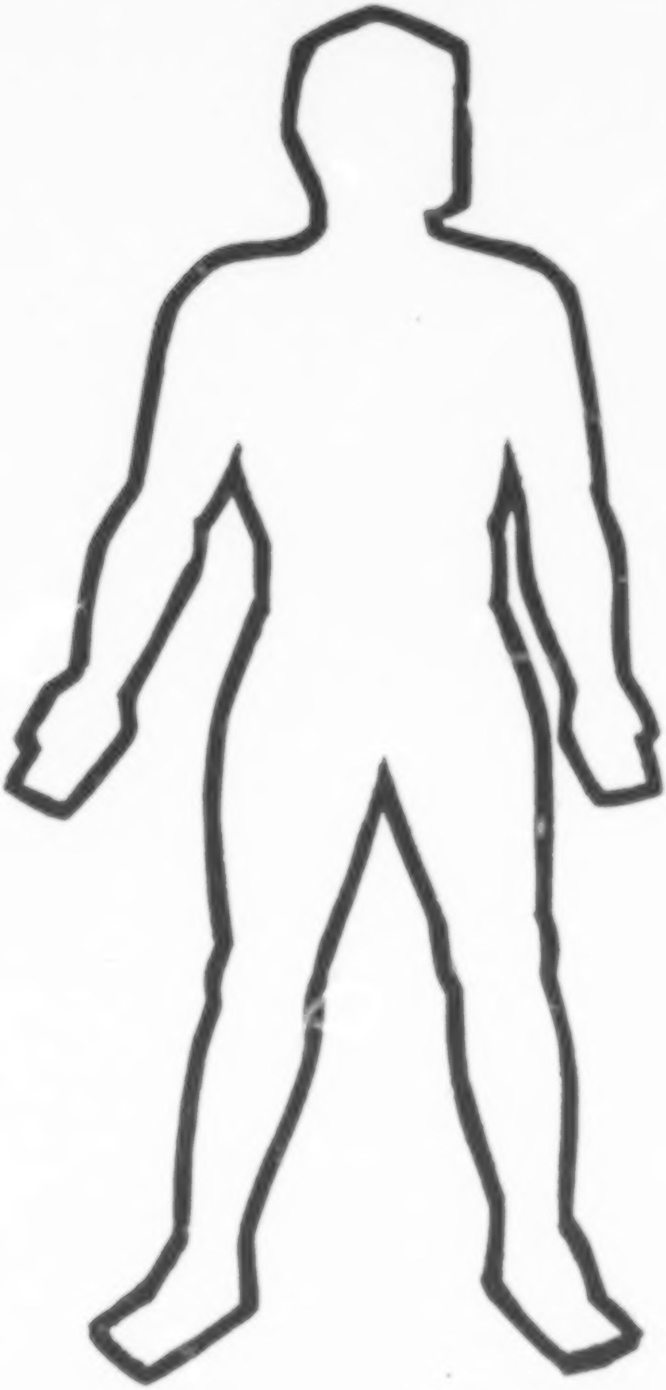
Case Studies: Stress Related Situations

Jeff is a senior in high school and is looking forward to attending a four-year college next year even though it's still seven months until graduation. After talking with his guidance counselor he realizes that his grades are borderline as far as being able to receive any scholarships. The scholarship money is essential because his family has a limited income. Jeff tries to put in several hours of studying each night in order to keep his grades up but finds that his steady girlfriend, Sarah, seems to complain a lot when he doesn't see her or talk to her at least every other night. He's considering breaking up with Sarah even though he really likes her -- he feels bad about not seeing her as much as she would like and he could use the extra hours to study. He's also considering a job after school to save some money for college and dating expenses. However, he knows that the basketball coach and the team will really be upset if he doesn't participate. And, too, if he's good enough, he wonders if he could get a basketball scholarship.

Margaret is 38 years old, works full time in a law office, married to Jason, and has three children ages 10, 14 and 16. Their lives are extremely busy with personal activities as well as school activities. One month ago Jason's elderly mother had to move in with them since she was no longer able to care for herself and the money was not available to have her live in a nursing home. Margaret has found that she has become the primary caretaker for Eva, Jason's mother, bathing, dressing, assisting with eating, extra laundry, trips to the doctor, scheduling someone to be available for Eva when the family will be gone for extended periods of time, calling Eva during the day from work, etc. Jason says that he doesn't have time to do those things for his mother. Margaret, prior to Eva moving in, already felt a great deal of time pressure and lack of leisure time/personal time for herself. Now there is another person to take care of and more housework involved. Her supervisor at work has expressed some concern over the number of phone calls Margeret makes during the day from work regarding her mother-in-law and the time off for doctor's appointments.

Carol is 28 years old, works full time as a supervisor over 20 people in a business office. She is also married and has two preschool age children, Kelly, age 3, and Katie, age 4. At work she is responsible for the training and scheduling for the 20 people she supervises. Generally, her staff works together well, but recently there have been some changes in policies, fewer people to do the same jobs as before, and additional training hours taking away from the employees' work time. She's had to spend extra hours after work quite a bit over the last three months to keep up. The child care provider Carol and her husband, Keith, have had this past year has cancelled out at the last minute on three different occasions during the last month. At the last minute she was forced to find substitute care for their children. At Keith's job there is lots of talk about relocation for himself and several of the other employees. Carol likes her job and isn't eager to relocate.

The Stressed Body -- Symptoms of Stress



Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

✓A. Read and comprehend a variety of resources.
✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
C. Use mathematics and mathematical principles.
D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

✓A. Analyze, summarize, and comprehend what is read in all subject areas.
✓B. Write and orally communicate for:
  ✓1. clear articulation,
  ✓2. analysis,
  ✓3. conceptualization,
  ✓4. synthesis, and
  ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

A. Apply problem-solving skills.
✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

A. Work collaboratively in teams.
B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Identifying My Own Stressors

Teaching-Learning Interaction

Identifying my own stressors

LC SS
BWF C D E L
WPBS 4 6 8 9
10 12 15

1. In the **Identifying My Own Stressors** section there are numerous stress assessments. The assessments fall into four categories: general assessments, assessments related to adolescents, family stress assessments, and work-related assessments.

The purpose for this section is for students to identify sources of stress in their lives, symptoms of stress they may be experiencing, and assessing the potential for stress in work and adult life. The assessments that are used may be teacher-selected or student-selected, or selected by both.

After each assessment is completed it is suggested that the student does one of the following:

* Discuss the results with the teacher/ other trusted adult
* Complete the **Reflective Writing** handout (L 21)
* Discuss results/findings in a cooperative learning group

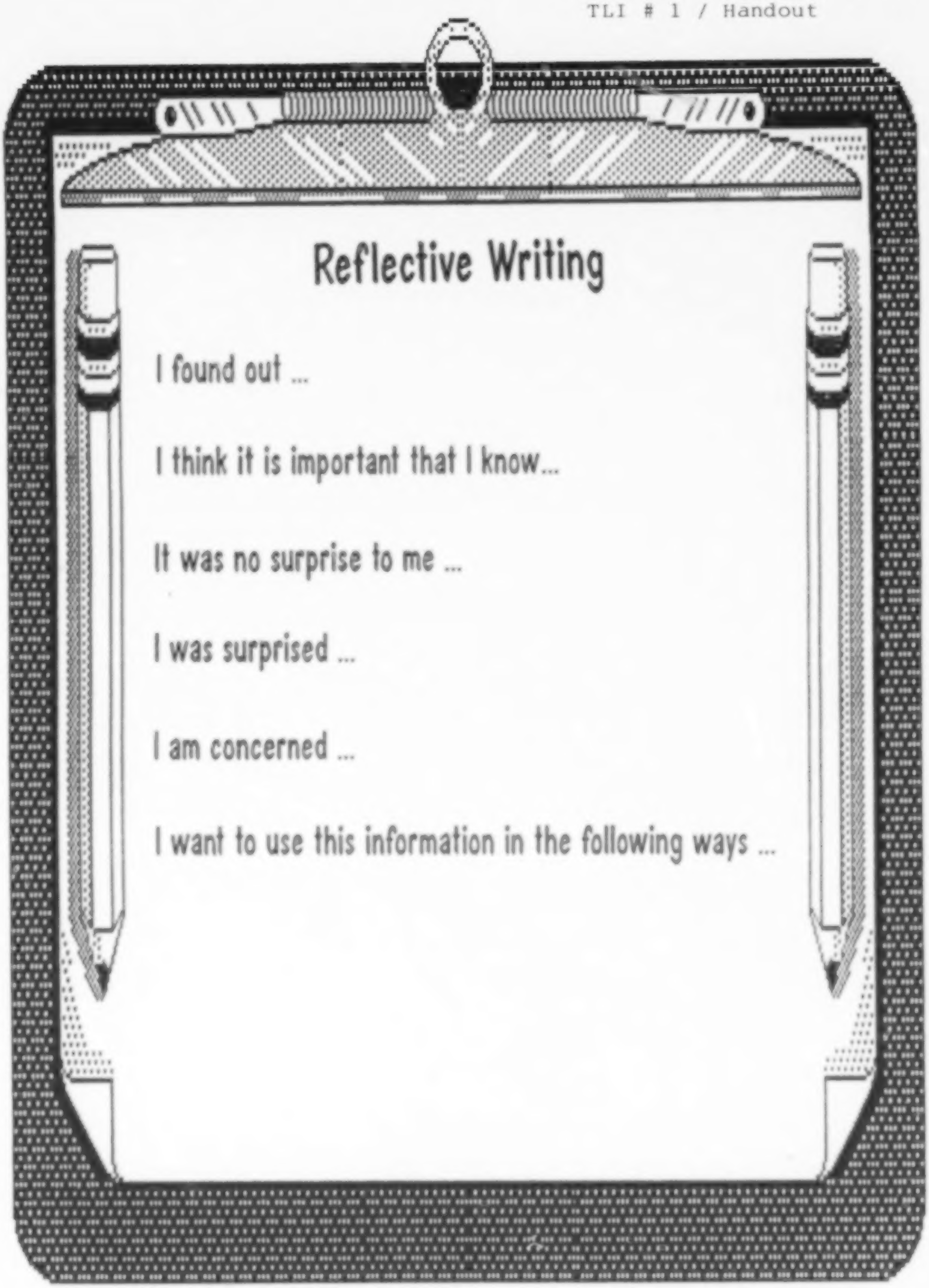
Handouts and assessment activities include the following:
Reflective Writing (L 21)
Stressed Till You Pop -- Balloon Exercise (L 23, 24)
Adolescent Life-Change Event Scale (L 25)
Family Stressors -- Distress and Eustress(L 26)
Tortoise, Hare or Thoroughbred (L 27, 28)
Stress Symptom Checklist (L 29, 30, 31)
Work-Related Stress Evaluation (L 32)
The Danger Signals of Stress -- Self-Inventory (L 33, 34)
Scale of Stress Resistance (L 35)

Debriefing

Content: Why is it important to recognize and identify the stressors in one's life?
How do the symptoms of stress impact work and family life?
What insights do you now have regarding stress in your life?

Process: How were the assessments beneficial in examining stress in your life?

Stress Management L 21
TLI # 1 / Handout



Reflective Writing

I found out ...

I think it is important that I know...

It was no surprise to me ...

I was surprised ...

I am concerned ...

I want to use this information in the following ways ...

Stressed Till You Pop -- Balloon Exercise

We are going to use your balloons to demonstrate what life's stresses and conflicts can do to us.

First, stretch the balloons a little and begin to work out some of the stresses and conflicts you may have brought in here with you.

Now, I will read a statement. If that statement applies to you, blow a puff of air into your balloon. After each puff, hold the air in the balloon. Do not release the air.

Blow into the balloon if this applies to you:

1. In the U.S. we consume 15 tons of aspirin a day because of stress, conflicts and illnesses. Blow one time if you took an aspirin or other pain killer today. Blow several times if you've taken several pain killers this past week.
2. The news is often depressing on both the national and local levels. If you listened to the news or read a newspaper yesterday, blow into your balloon. If you did both, blow twice.
3. Stress related illnesses are filling our doctor's offices every day. Blow into your balloon if you have someone in your immediate family with an illness in the last month. Blow three times if you have a family member with a chronic illness.
4. In the last week you were involved in a conflict with your parent/parents. Blow once. If you were involved in a conflict or argument with a brother or sister, blow twice.
5. In the last week someone at school or work was too slow in making a decision and that created stress or conflict for you. Blow.
6. In the last week you went to a class unprepared and weren't sure what would happen as a result of your unpreparedness. Blow.
7. In the last week you had a test in a class. Blow once for each test.
8. In the last week you had a major class project come due. Blow.
9. In the last week someone at school drove you crazy for whatever reason. Blow.
10. In the last week you forgot to do something that was important to you or to others. Blow.
11. In the last week someone wanted to visit and visit and visit with you and all you wanted was peace and quiet. Blow.
12. In the last week someone didn't show up for work and you had extra work to do / work on a school project or organization. Blow.
13. In the last week someone "ran over you", took control of a situation and was totally oblivious to your feelings and how it affected you. Blow.
14. In the last week you got irritated with a friend/acquaintance/ family member who is always up and enthusiastic and always wants you to be that way too. Blow.
15. In the last week one or more people created a difficult or stressful situation for you. Blow.

16. Your teacher/supervisor/parent had to visit with you about a problem. Blow.

17. In the last week you had a disagreement with a friend, girl-friend/boyfriend. Blow.

18. In the last week you felt under a great deal of time pressure. Blow.

As you can see by now, we have a big problem that needs attention. Also, you can see that some of us have more conflicts and stresses in our lives than others do.

We have choices as to how we handle the conflicts and stresses in our lives.

*We can blow up and strike out at others. (pop balloon)

*We can let all of our air out and be totally out of control. At some point in time we have to go back and pick things up and put it back together.

*We can gradually let things air out and hope the conflict eventually goes away without much intervention or action from us. The balloon often falls to the wayside and gets walked on.

*Sometimes we snap with only the slightest provocation. We get strung out, and the wrong move at the wrong time, and we snap.

*We can scream and holler, do a lot of venting, but accomplish nothing. If we do that often, we usually aren't taken too seriously. Sometimes people tiptoe around us so as not to upset us.

*We can face a conflict and handle it in a constructive manner, letting off the appropriate amount of steam/emotions, and then going on with the business of living with enough confidence inside to sustain us until the next conflict or stress hits us.

*We can change our attitudes & behaviors so that fewer conflicts and stresses affect us negatively. A 5¢ stress/conflict get 5¢ of attention.

Now you have a choice to make. Think of one of your most recent stresses or conflicts, whether at work, home or school. How did you handle the conflict or stress? Please, release your balloons in the most appropriate way to indicate your reaction to that conflict/stress.

Adolescent Life-Change Event Scale

Directions: Circle the points for each life change that you have experienced in the last 12 months. Then total your points.

Rank	Life Event	Life Change Units
1	Getting married	100
2	Rape	98
3	Unwed pregnancy	92
4	Sexual or physical abuse (past or present)	81
5	Divorce of parents	77
6	Fathering an unwed pregnancy	77
7	Becoming involved in drugs or alcohol	76
8	Death of a close family member	73
9	Abortion	68
10	Major personal injury or illness	63
11	Formation of a step family	63
12	Death of a close friend	58
13	Serious illness in family	58
14	Failure of a grade in school	56
15	Moving to a new school district	56
16	Breaking up with boyfriend or girlfriend	53
17	Beginning to date	51
18	Suspension from school	50
19	Increase in number of arguments with parents	47
20	Outstanding personal achievement	46
21	Change in financial status	45
22	Being accepted to college of his or her choice	43
23	Serious argument with close friend	40
24	New girlfriend or boyfriend	38
25	Beginning to date	36
26	Suspension from school	34
27	Birth of a brother or sister	31
28	Starting a job	31
29	Increase in number of arguments between parents	30
30	Loss of job by a parent	29
31	Outstanding personal achievement	29
32	Change in parents' financial status	29
33	Decrease in number of arguments between parents	27
34	Decrease in number of arguments with parents	26
35	Brother or sister getting married	26
36	Mother beginning to work	26
37	Beginning high school	26
38	Serious illness requiring hospitalization of brother/sister	24
39	Change in father's occupation increasing absence from home	20
40	Brother or sister leaving home	19
41	Death of a grandparent	19
42	Addition of third adult to family (such as a grandparent)	15
43	Becoming a full fledged member of a church	13

Total Points _____

Scoring: Life-change events cause varying degrees of stress, both eustress and distress. Stress causes or makes people more susceptible to many illnesses. Of those people with total points over 300 in one year, approximately 80% will have illnesses that are stress-related. With a point total of 150 to 299, people have a 50% chance of becoming ill. People with less than a 150 point total have a 30% chance of becoming ill.

It is important to know that you can significantly decrease your chances of serious illness by decreasing the amount of stress in your life. You can control many of these changes. By anticipating changes and planning for them, you can better prepare yourself to handle stress.

Stress Management L 26
TLI # 1 / Handout

Family Stressors -- Distress and Eustress

Directions: Stress is a normal part of life as a teenager, as well as for adults. Recognizing potential and/or common sources of stress allows us to either prevent the stress or to deal more adequately with it.

The following behaviors or events are indicators of **potential stress/distress** within a family. The list may be used as a student checklist, a discussion tool, or as a parent interview form.

___ Economics/finances/budgeting
___ Children's behaviors/discipline sibling fighting
___ Insufficient couple time
___ Lack of shared responsibility in the family
___ Communication breakdown
___ Insufficient personal or "me" time
___ Guilt for not accomplishing more
___ Insufficient family play time
___ Overscheduled family calendar
___ Employment concerns
___ Grandparent/other dependent living with you
___ Lack of adequate child care
___ Inadequate sleep
___ Being over/underweight
___ Alcoholic family member
___ Going back to school
___ Being a single parent
___ Problems with the law
___ Moving to a new community
___ Parent and child conflict
___ Outbursts of anger
___ Criticism and ridicule among family members
___ Efforts to control other family members
___ Child or adolescent behavior problems
___ Child or adolescent school problems
___ Excessive use of alcohol or drugs
___ Physical or verbal hostility
___ Spouse and/or child abuse
___ Family member runs away
___ Separation and/or divorce
___ Remarriage, blending of families
___ Emotionally disturbed family member
___ Physical health problems
___ Inability to work or termination of work

The following behaviors or events are indicators of **potential stress/eustress** (positive or "good" stress) within a family. The list may be used as a student checklist, a discussion tool, or as a parent interview form.

___ Birth of a child
___ Child on the honor roll
___ Job promotion
___ Remarriage, blending of families
___ Family vacation
___ Moving to a new town
___ Getting a new job
___ Shared responsibility in the family
___ Family reunion
___ Graduations
___ Family member's wedding
___ Maintaining a network of friends
___ Child on honor roll at school
___ Moving to a new house
___ Accomplishments of family members
___ Adequate couple and family leisure time

Tortoise, Hare or Thoroughbred

In this exercise the participants take on the identity of the animal whose life patterns most closely resemble their own. These groups will then discuss the "eustress" and "distress" caused by their lifestyle.

Goals:

1. To affirm personal lifestyle patterns.
2. To identify lifestyle-related eustress and distress.
3. To promote interaction among participants.

Group Size: 15 to 40 works best.

Time Frame: 20 to 30 minutes; more with larger groups.

Materials Needed: Small signs labeled "Tortoise", "Hare", "Thoroughbred"

Process:

1. The teacher introduces the exercise by noting some or all of the following points:

   * Over time people develop a lifestyle pattern that works for them. Some folks go at a slow and steady pace, other hop around from crisis to crisis or challenge to challenge. Still others seem to race through life in high gear taking everything in stride.

   * There is nothing intrinsically "right" or "wrong" about any of these lifestyle patterns. Each has its own stresses and strains, joys and rewards.

   * Hans Selye, one of the pioneer stress researchers, suggests that the key to effective stress management is to find out which pattern fits you, and then live it.

2. The teacher invites participants to consider their own typical life patterns, comparing them to the mythical tortoise, hare and thoroughbred. As the teacher reads the descriptions, each participant decides which of the animals she/he resembles most.

   TORTOISE
   Likes to move ahead slowly and steadily.
   Doesn't let others rush him/her.
   Finds strength from pulling in his/her head.
   Has a strong protective shell.
   Doesn't take unnecessary risks.
   Prefers life on an even keel without crisis.
   Paces herself, takes one thing at a time.

   HARE
   Moves with quick starts and stops.
   Produces well under pressure.
   Finds strength in exploration and challenge.
   Is fragile, agile and lucky.
   Enjoys risks and adventures.
   Hops from one crisis to another crisis, is easily distracted.
   Always has many irons in the fire.

THOROUGHBRED
Economy and grace of movement.
Varies pace according to situation.
Strength comes from top-flight conditioning.
Always under control.
Thrives on competition and challenge.
Has clear goals with mileposts to mark progress along the way.
Always has something left for the stretch.

3. The teacher designates separate areas of the room as "habitats" for the three animals, using the posters to designate which is which. Participants move to the "habitat" of the animal whose lifestyle description most closely resembles their own.

   Note: The teacher may need to read the descriptions a second time and insist that the "mixed breeds" make a choice, even if they don't fit perfectly in any category. Can you imagine these animals cross-mating!?!

4. In each animal group, participants introduce themselves by stating what influenced them to choose this group.

   When everyone in the group is introduced, participants list on the left side of newsprint/poster board all the real and potential positive benefits (eustress) of their lifestyle -- the joys, delights, rewards, etc. of being a tortoise, hare or thoroughbred.

   On the right side, they should make a list of all the real and potential negative side effects (distress) of their lifestyle.

5. The teacher reconvenes the total group and asks for comments, insights, and observations. If the idea doesn't arise spontaneously, the teacher should remind the group how important it is for each person to respect, rather than resist, her own pattern.

Stress Symptom Checklist

Directions: Score each symptom from 0 to 5:
0 = never experienced
1 = experienced once
2 = experienced more than once in a lifetime but not monthly
3 = 1 to 3 times per month
4 = experience 1 to 2 times per week
5 = experience 3 or more times per week

SCORE PHYSICAL SYMPTOMS

_____ Biting fingernails or lips
_____ Flushing/blushing
_____ Excessive perspiration
_____ Dry mouth
_____ Shallow breathing
_____ Breathlessness
_____ Rapid breathing
_____ Chest tightness and pain
_____ Heart palpitation
_____ Pounding pulse/heart
_____ Increased blood pressure
_____ Headache
_____ Backache
_____ Lower back pain
_____ Aches and pains
_____ Poor personal hygiene
_____ Increased time sleeping
_____ Ulcers
_____ Waking up often at night
_____ Insomnia (sleeplessness)
_____ Cold sores
_____ Frequent urination
_____ Acne
_____ Hives
_____ Tight or sore shoulders
_____ Frequent colds
_____ Feeling of weakness
_____ Vomiting
_____ Increased use of alcohol, drugs or tobacco
_____ "Stuffy" sinuses
_____ "Scratchy" or sore throat
_____ Diarrhea
_____ Constipation
_____ Abdominal cramping
_____ Irritable colon
_____ Belching (burping)
_____ Flatus (passing gas)
_____ Irregular menstrual cycle
_____ Hair loss
_____ Teeth grinding
_____ Rashes or skin problems
_____ Restlessness
_____ Foot tapping
_____ Finger drumming
_____ Tension/muscular tightness
_____ Sweaty palms
_____ Fatigue
_____ Loss of appetite
_____ Appetite change
_____ Nervous chill
_____ Dizziness or faintness
_____ Prickly-skin sensations
_____ Cold hands and feet
_____ Weight change
_____ No exercise
_____ Digestive upsets
_____ Accident prone

SCORE EMOTIONAL SYMPTOMS

_____ Agitation
_____ Easy tiring
_____ Panicky feeling
_____ Depression (feeling blue)
_____ Considering suicide
_____ Anxiety
_____ Frustration
_____ Mood swings
_____ Anger
_____ Nightmares
_____ Crying spells
_____ Irritability
_____ "No one cares"
_____ Nervous laugh
_____ Easily discouraged
_____ Loss of joy in life
_____ Difficulty relaxing
_____ Low self-esteem
_____ Negative outlook
_____ Feeling time pressure
_____ Increasing doubts about one's competence
_____ Feeling "keyed up"
_____ Feeling suspicious
_____ Flying off the handle easily

SOCIAL SYMPTOMS

_____ Isolation
_____ Intolerance
_____ Resentment
_____ Loneliness
_____ Lashing out
_____ Hiding
_____ Clamming up
_____ Nagging
_____ Distrust
_____ Fewer contacts with friends

SCORE SOCIAL SYMPTOMS

_____ Lack of intimacy
_____ Relationships strained
_____ Impatience
_____ Blaming others for personal problems
_____ Sense of alienation from others

MENTAL SYMPTOMS

_____ Forgetful
_____ Poor concentration
_____ Low productivity
_____ Negative attitude
_____ Confusion
_____ No new ideas
_____ Boredom
_____ Spacing out
_____ Negative self-talk
_____ Worry
_____ Dread
_____ Inattention
_____ Fear of death

SPIRITUAL

_____ Emptiness
_____ Loss of meaning
_____ Doubt
_____ Unforgiving
_____ Looking for magic
_____ Loss of direction
_____ Needing to "prove"

_____ TOTAL POINTS

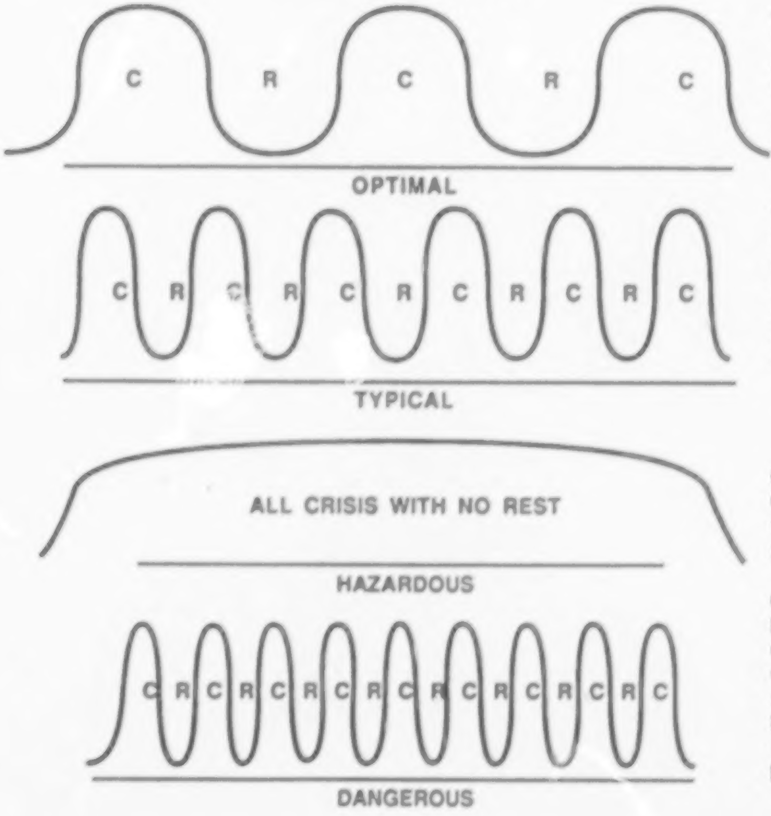
Stress Symptom Checklist Analysis

In completing the **Stress Symptom Checklist** it is important to note that not all of these symptoms are necessarily an indicator of stress. On the other hand, a person should consider these symptoms as a possible indicator of stress and not ignore the symptoms. Also, it is important to know that many of these symptoms may not occur immediately after/during a stressful event. The stress produced may "accumulate" and manifest itself at a later time.

The higher your score on the **Stress Symptom Checklist**, the greater the likelihood you are a victim of stress overload. Almost everyone has experienced several of these stress-related symptoms at some time during his or her life, so scores between 0 and 100 are normal. If you scored between 100 and 150 your body is telling you that you are in a high-stress situation, whether you are aware of it or not. If you scored between 150 and 225, you are most likely in a chronic stress situation and it might be wise to take action to remedy this situation immediately. If you scored over 225 points, your chronic stress is very severe, and it might be a good idea for you to make an appointment for a checkup with a physician.

STRESS PATTERNS

C= CRISIS R=REST



Optimal Stress
The "right" amount of stress to provide motivation to accomplish things and adequate rest and relaxation to allow the body to rejuvenate.

Typical Stress
It is more common to have shorter periods of stress and shorter periods of time for rest and relaxation to recover from the stress.

Chronic Stress
Constantly under stress without any break for rest, relaxation and rejuvenation.

Chronic Stress
Moving from crisis to crisis and stress to stress with minimal breaks for rest and relaxation. The breaks are so short that they are of limited benefit.

Stress Management L 32
TLI # 1 / Handout

Work-Related Stress Evaluation

Directions: Stressful, day-to-day conditions often exist at work. The work may be full time or part-time. Indicate the frequency with which you experience each of the following sources of stress.

Frequency Scale:
1 -- Never
2 -- Infrequently
3 -- Sometimes
4 -- Often
5 -- Always

___ 1. I am unclear about what is expected of me.
___ 2. My co-workers seem unclear about what my job is.
___ 3. I have differences of opinion with my superiors.
___ 4. The demands of others for my time are in conflict.
___ 5. I lack confidence in my boss or management.
___ 6. My boss/management expects me to interrupt my work for new priorities.
___ 7. Conflict exists between my unit and others it must work with.
___ 8. I get feedback only when my performance is unsatisfactory.
___ 9. Decisions or changes that affect me are made without my knowledge or involvement.
___ 10. I am expected to accept the decisions of others without being told the reasons behind the decisions.
___ 11. I must attend meetings to get my job done but do not feel comfortable saying very much at the meetings.
___ 12. Frequent changes in instructions, policies, or procedures are made.
___ 13. I have too much to do and too little time in which to do it.
___ 14. I do not have enough work to do.
___ 15. I feel overqualified for the work I actually do.
___ 16. I feel underqualified for the work I actually do.
___ 17. The workplace is undergoing major reorganization with many changes in jobs, job descriptions, or technology.
___ 18. I have to work with clients/customers who are often unpleasant.
___ 19. I have unsettled conflicts with my co-workers.
___ 20. I get no personal support from my co-workers.
___ 21. I spend my time "fighting fires" rather than working according to a plan.
___ 22. I do not have the right amount of interaction with others (too much or too little).
___ 23. I do not receive the right amount of supervision (too much or too little).
___ 24. I do not have the opportunity to use my knowledge and skills.
___ 25. I do not receive meaningful work assignments.

___ TOTAL

Scoring: If your total is 76 or more, you run a 90% risk of a change in your health due to work-related stress. A score of 61 indicates a 50% risk. A score of 43 indicates a 10% risk.

The Danger Signals of Stress -- Self-Inventory

HOW DO YOU RATE?
Read each item below and respond by writing yes or no for each item. Then proceed to the next section.

____ 1. I am aware of when I am tense.

____ 2. I try to be perfect at everything I do.

____ 3. I like to work with others on projects.

____ 4. I try to do everything right. If I cannot do something right, I do not do it at all.

____ 5. I avoid eating on the run.

____ 6. I have trouble expressing anger.

____ 7. I offer help to others even when I get no personal gain from it.

____ 8. I get angry with others easily.

____ 9. I feel that my problems are no worse than anyone else's.

____ 10. I am usually in a hurry.

____ 11. I finish one thing before I start another.

____ 12. I tend to do things the way I have always done them.

____ 13. When I start making mistakes, I take a break from the task for a while.

____ 14. It is hard for me to wait in lines.

____ 15. It is easy for me to relax.

____ 16. Things do not move fast enough for me.

____ 17. When I have a problem, I like to share it with others.

____ 18. I have trouble sleeping at night.

____ 19. I use physical activity to help reduce stress.

____ 20. I can usually figure out what people are going to say before they say it.

____ 21. I can laugh at myself when I make mistakes.

____ 22. I find myself thinking about the next thing that I have to do while I am in the middle of something else.

____ 23. I cry when I am hurt.

____ 24. I keep my problems to myself.

____ 25. I can enjoy what I am doing even before it is completely finished.

HOW DID YOU SCORE?
Give yourself 1 point for each yes response to an odd-numbered item.
Give yourself 1 point for each no response to an even-numbered item.
Find your total to see how you scored. Then proceed to the next section.

21 to 25	Excellent. You manage stress very well. Keep it up!
16 to 20	Very Good. You have a low-stress life-style.
11 to 15	Fair. You have low stress in some areas, but high stress in others. You need to make some changes in order to be a better stress manager.
Below 11	Needs Improvement. You do not handle stress well. This will have a negative impact on both your physical and mental health.

WHAT ARE YOUR GOALS?

If you received an excellent or very good score, complete the statements in Part A. If your score was fair or needs improvement, complete the statements in Parts A and B.

Part A

1. I plan to learn more about stress management by...

2. My timetable for accomplishing this is...

3. I plan to share my information with others by...

Part B

4. The behavior or attitude toward stress I would most like to change is...

5. The steps involved in making this change are...

6. My rewards for making this change will be...

Source: *Health: A Guide to Wellness*, Mary Bronson Merki and Don Merki, Glencoe, 1994. Reprinted with permission.

Scale of Stress Resistance

Some coping strategies are better than others. This test was compiled by clinicians who wanted to identify how people coped with stress effectively. This scale is an educational tool, not a clinical instrument. Therefore, its purpose is to inform you of ways in which you can effectively and healthfully cope with the stress in your life. At the same time, through a point system, it can give you some indication of the relative desirability of the coping strategies you are currently using.

Directions: Follow the instructions given in each statement. Total your score at the completion of the statements.

____ 1. Give yourself 10 points if you feel that you have a supportive family around you.

____ 2. Give yourself 10 points if you actively pursue a hobby.

____ 3. Give yourself 10 points if you belong to some social or activity group that meets at least once a month (other than family).

____ 4. Give yourself 15 points if you are within five pounds of your ideal body weight, considering your height and bone structure.

____ 5. Give yourself 15 points if you practice some form of deep relaxation at least three times a week.

____ 6. Give yourself 5 points for each time you exercise thirty minutes or longer during an average week.

____ 7. Give yourself 5 points for each nutritionally balanced and wholesome meal you consume during an average day.

____ 8. Give yourself 5 points if you do something you really enjoy which is "just for you" during an average week.

____ 9. Give yourself 10 points if you have some place that you can go in order to relax and/or be by yourself.

____ 10. Give yourself 10 points if you practice time management techniques in your daily life.

____ 11. Subtract 10 points for each pack of cigarettes you smoke during the course of an average day.

____ 12. Subtract 5 points for each evening during an average week that you take any form of medication, chemical substance, or alcohol to help you sleep.

____ 13. Subtract 10 points for each day during an average week you consume medication, chemical substances, or alcohol to reduce anxiety or calm your nerves.

____ 14. Subtract 5 points for each evening during an average week you delay completing schoolwork due within the next two weeks.

________ TOTAL POINTS

SCORING KEY:

115-95	Your coping skills are outstanding and you are probably someone other people turn to for advice.
94-61	Your coping skills are pretty good and you get through most difficulties without much trouble.
60-50	You definitely have an adequate collection of coping strategies for the most common stressors.
Below 50	You have a few holes in your repertoire of coping strategies and should look at how you can develop some additional skills.

Kansas Quality Performance Accreditation
Student Outcomes

STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

Student Outcome I:
All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

- ✓A. Read and comprehend a variety of resources.
- ✓B. Communicates clearly, both orally and in writing, for a variety of purposes and audiences.
- C. Use mathematics and mathematical principles.
- ✓D. Access and use information.

Student Outcome II:
All students will demonstrate effective communication skills as evidenced by the following standards:

- ✓A. Analyze, summarize, and comprehend what is read in all subject areas.
- ✓B. Write and orally communicate for:
  - ✓1. clear articulation,
  - ✓2. analysis,
  - ✓3. conceptualization,
  - ✓4. synthesis, and
  - ✓5. summarization of information.

Student Outcome III:
All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

- ✓A. Apply problem-solving skills.
- ✓B. Find information; process, analyze, and synthesize it; and apply it to new situations.
- ✓C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

Student Outcome IV:
All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

- ✓A. Work collaboratively in teams.
- ✓B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

Student Outcome V:
All students will demonstrate physical and emotional well-being as evidenced by the following standard:

- ✓A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Managing Stress

Background Information

Ways to Manage Stress

There are many causes of distress and many potential effects on physical and emotional well-being. Many people already deal effectively with most distress every day. Distress in daily life is unavoidable; it is part of life and always has been. However, the sources of stress might change over time and from place to place.

Fortunately, people can take steps to manage the stress in their lives. When a problem or situation becomes distressful, a person might try one or more of the suggestions given below. Some might seem simple and obvious, but they work.

- **Planning** -- People who plan well also handle stress better. They know that even with the best plans, changes occur and that flexibility is important to be better able to deal with the changes, disappointments, frustrations, delays, or whatever else might happen.
- **Be realistic about your plans and expectations** -- Learn to think ahead and anticipate the unexpected.
- **Identify the cause of the stress** -- When you are ready to deal with the stressor, first identify it clearly.
- **Tackle one thing at a time** -- Sometimes several problems pile up. Ask yourself, "Which problems can I do something about now?" "Which can wait a while?" "Which problems cannot be changed?"
- **Rechannel your energy** -- If you find a situation is causing you to become tense, you might switch your energy to a different activity -- riding a bike, going for a walk, talking to someone, or just taking a short break.
- **Reduce muscle tension** -- Exercises, contracting and loosening muscles, and deep breathing are effective techniques in reducing muscle tension and being able to relax.
- **Reduce breathing rate** -- Sit or lie quietly. Take several long, slow breaths in through your nose and out through your mouth.
- **Physical exercise** -- Exercise helps reduce stress by relaxing tense muscles and burning extra fuel and fat in your blood. Choose exercise that you enjoy and do it in a pleasant environment.
- **Reduce mental activity** -- Sometimes, it is best to get rid of the thoughts that cause distress until you can deal with them more effectively. Counting as you breathe slowly is one way to do this. Listening to peaceful music may also be helpful.
- **Humor and laughter** -- Humor and laughter can relieve the tension and stress when things go wrong. There are appropriate times to be serious, but equally so, there are appropriate times to take things a little less seriously.
- **Take action** -- Rather than worrying about a problem, do what you can to solve it. This involves making a decision, planning, and carrying out the plan. Always look at several options when deciding, consider the consequences of each, and choose the best.
- **Eat a nutritious, well-balanced diet** -- Poor nutrition can contribute to health problems, which in turn makes it harder to deal with distress. Also, when a person does not feel good or feel healthy, stress is often magnified.
- **Get adequate rest and sleep** -- Lack of sleep can contribute to distress. In fact, lack of sleep for long periods of time is itself a stressor. Problems that seem very large to a fatigued person might be easily handled by a person who is well rested. Most people need eight hours of rest per day.

- **Change perceptions of life events; relabel or reframe events** -- You can perceive stress in terms of a problem or in terms of a solution. Perception also affects how you interpret people's actions.
- **Think positively; stop catastrophizing** -- When you think negatively or think that the worst will always happen, you are more likely to make mistakes and feel distressed. Thinking positive thoughts and expecting the best to happen might help reduce or eliminate distress.
- **Practice assertiveness** -- Communicate clearly and effectively to other people what your needs and wants are.
- **Manage time effectively** -- Between school work, extracurricular activities, part-time jobs, friendships and dating relationships, and family obligations and relationships, the life of a teenager can be hectic. Prioritize your activities so that you have time for the most important things. Learn to say "no" to new responsibilities or activities if you cannot give them the time and effort required.
- **Change your self-talk** -- We are constantly "talking" to ourselves. Make sure the messages you tell yourself are positive ones.
- **Establish and use support systems** -- There will be times when things may get particularly distressful and you will need the support and help of others. Also, having a support system often prevents the serious build-up of distress. The supportive people in your life might include family, friends, a church leader, teachers, a relative, or employers.
- **Accept what cannot be changed** -- Not all problems can be solved the way you would like them to be, but they can still be dealt with effectively to reduce stress. You might try to change your feelings or perceptions to see the brighter side of the situation and turning something negative into something positive
- **Establish routines to conserve energy** -- Many daily activities should have an established routine so as not to require mental energy each time they need to be completed.
- **Simplify, simplify, simplify** -- Evaluate activities, daily routines, and the many things you do each day. Ask yourself, "Does this need to be done in this way? Is there a better way?"
- **Surround yourself with positive people** -- We "pick up" on the habits and dispositions of the people we are around a lot. Spend time with positive people.
- **Do not mask your problems** -- Sometimes people who are experiencing distress mask the problems or try to avoid it. They may try to hide behind alcohol or drugs. In the long run, masking or hiding the problem usually leads to more, not less, distress, and the original problem remains.
- **Try not to let the little things bother you** -- Many things in life create stress, but many of them are simply not worth it.
- **Be willing to make adjustments** -- People who learn to "bend a little", or to be flexible enough to adjust from time to time, can handle distress better than people who cannot adjust.
- **Avoid unnecessary, distressful situations** -- If you know a situation will be stressful, and there is no reason to experience the distress, you can usually avoid it.
- **Learn and practice problem solving strategies** -- Many stressful situations can be prevented by effectively solving problems.
- **Limit the use of caffeine** -- Caffeine is in coffee, teas, soft drinks, chocolate, etc. Caffeine can affect the stress level of people.
- **Prayer** -- For many people, prayer or talking with members of the clergy can be a source of support to relieve stress.
- **Take mental health breaks** -- Find those short activities, stretches, or whatever that provide mental relief during the day.

- **Talk rationally to yourself** -- Ask yourself what real impact the stressful situation will have on you in a day or a week and see if you can let the negative thoughts go. Think through whether the situation is your problem or the other person's. If it is yours, approach it calmly and firmly; if it the other person's, there is not much you can do about it. Rather than condemn yourself with hindsight thinking like, "I should have....," think about what you can learn from the mistake and plan differently for the future. Set realistic and attainable goals. Remember, everyone makes errors. Be careful of procrastination. Breaking tasks into smaller units will help and prioritizing will help get things done.
- **Quiet time** -- Balance your school, family, social, and part-time work demands with special quiet times. Hobbies are good relaxers from the daily pressures. Unwind by taking a walk, soaking in a hot tub, watching a sunset, or listening to calming music.
- **Talk to friends** -- Friends can be good "medicine." Daily doses of conversation, regular social activities, and occasional sharing of deep feelings and thoughts can reduce stress effectively.
- **Reduce time urgency** -- Learn to take things a bit slower. Allow plenty of time to get things done. Plan your schedule ahead of time. Recognize that you can only do so much in a given period. Practice the notion of "pace, not race."
- **Balance work and play** -- All work and no play or all play and no work will make us stressed from the imbalance.
- **Be nice to others** -- When we're overfocused on ourselves and our problems, being nice to someone else can make us forget our own problems and feel less stressed.
- **Ask yourself ... Is it really worth fighting about?** -- In a hundred years from now, will anyone care? What about a week from now? Will anyone care about this particular issue we were thinking about fighting for or about?
- **Ward off worry** -- Differentiate between a "worry" and a "concern". A concern you can do something about. A worry is something you can't do anything about. If you can't do anything about it, ask yourself why you should allow it to make your life miserable. Worrying allows you to "accomplish" something when you're actually standing still. Worrying also "helps" you avoid doing something you consider important -- it's easier to worry about starting a project than actually doing something about it.

Teaching-Learning Interaction

Managing stress

LC SS
BWF C D E L
WPBS 4 6 8 9 10 12 15

1. Transparency/Handout: **Breaking the Stress Cycle** (L 47)

Divide students into cooperative learning groups and assign one of the "stress" situations given below. Students are to list all possible methods they can think of to deal with the stressful situation. Students are to go back through the list and determine/mark the strategies that are healthy (H) and those they would consider unhealthy (U).

Show the transparency. Use one of the stress situations as an example to explain how strategies can be categorized as to being physical techniques, psychological techniques, problem solving and/or decision making, increasing self-esteem, or relationship techniques. Note that certain techniques might fit into more than one category.

Students will go to their original list and place the stress strategies in the appropriate categories on the handout. Share stressful situation and strategies with the class.

Stress Situations

- Your father recently remarried a woman who has two other teenage children, and they all moved into your house. You now have to share a bedroom with your stepsibling. To make matters worse, you are not getting along with your new stepmother.
- It is the week before the competency tests. You must pass the math competency test in order to graduate. You have failed the test twice before, and your friends, parents, and teachers are giving you lots of advice about how to pass the test.
- Your grandmother, with whom you are very close, has just been diagnosed with cancer. She is expected to live only a few months.
- You have a major English assignment that involves writing and presenting a persuasive speech. You have to complete this project to pass the class, but you hate talking in front of a group, especially your peers.
- Your best friend recently began an alternative school program and goes to another school building across town. You have been seeing your friend two or three times a day

and sharing long talks after school. Now, you are feeling lonely and left out. You have other acquaintances at school, but no one like your best friend.

* The person you have been dating steadily for the last six months broke up with you. You wanted to continue the relationship just like it was.

Discussion Questions:

* In what ways were these stress situations typical?
* In each situation were there several alternative solutions for dealing with the stress?
* Which of the strategies for dealing with stress would be beneficial to you? Which would be harmful or inappropriate for you? How?
* How are the five types of stress strategies interrelated?
* Why would you want to choose healthy and positive ways to deal with your stress?

LC SS
BWF C D E L
WPBS 4 6 8 9
10 12 15

2. Handout: **Ways to Manage Stress -- Background Information** (L 39, 40, 41)
Handout: **Practical Problem Think Sheet** (L 49, 50)
Handout: **Case Studies: Stress Related Situations** (L 15)

Students are to read the background information and categorize/mark each strategy as to being a physical technique, psychological technique, problem solving and/or decision making, increase self-esteem, or relationship technique.

Divide students into cooperative learning groups and assign one of the stress related situations from the handout. Using the background information, students are to complete the **Practical Problem Think Sheet** to solve the stress situation. Share results or findings with the class.

Discussion Questions:

* Will the solution be effective in managing the stress for that individual in that situation?
* How did you determine what was best to do in each situation?
* What are the consequences of your plan for the person and others?

LC SS
BWF C D E L
WPBS 4 6 8 9 10 12 15

3. Handout: **Stress Reduction Through Communication** (L 48)
Handout: **Tips For Reducing Stress** (L 51, 52)
Handout: **Strategies for Reducing Stress** (L 53, 54)
Handout: **Worry Buster** (L 55, 56)
Handout: **Humor and Stress** (L 57, 58, 59)
Handout: **Building Breaks Into Your Day** (L 61, 62)

Divide students into cooperative learning groups. They are to develop a case study involving a work/family/school problem/stress/conflict. Some issues that may be included in these case studies are: child care, income vs. out-go, employment benefits or lack of, co-worker problems, difficult supervisors, staying after hours to get work done, having to do the work of two people, laid off from a job, sexual harrassment on the job, etc. The case studies need to be thoroughly developed with enough details about the family and job. After the case studies are developed, redistribute each one to different groups.

The students are to use the information from the handouts to determine ways to reduce stress or handle stress for the family or individual in the case study. They are to list the ways and justify their choices.

LC SS
BWF C D E L
WPBS 4 12 15

4. **Assessment**
Each student is to go back to the stress assessment activities they completed earlier in this unit. Also, they should review the reflections they wrote after each assessment. Students should select several of their most pressing stressors and develop an action plan, using the given information, as to how they are going to deal with their stressors.

LC SS
BWF C D E L
WPBS 4 6 8 9 10 12 15
FHA/HERO

5. **FHA/HERO Integration**

Stress Breaks
During a particular time of the year when stress seems especially high in the school, students may choose to sponsor 3 to 5 minute stress breaks. This may be done between finals if your school has a special finals schedule or maybe several days prior to the finals schedule. During the stress breaks, students would organize or lead exercise or

"stress reducers" for other students who were interested in joining in on the fun.

Stress Busters
Students could make and distribute inexpensive stress busters to teachers or a special group of people in the school at a time when it seems appropriate. There are numerous ideas on the market. Students will enjoy brainstorming ideas as well as putting the idea into action.

Crazy Days
In an effort to bring humor and spirit to the school or specific group, periodically have fun days that carry a theme. Students who participate enjoy the change of pace as well as seeing the creativity at work. Prizes often add an incentive to the idea.
Suggestions for Crazy Days:

- silly hat day
- blue day
- 50s or other era day
- clash day
- red bandana day
- inside-out day

Debriefing

Content: How do stress management techniques affect work, school, and family life?

How do stress management techniques differ for individuals and situations?

Process: In what ways was it beneficial to you to identify strategies for managing stress?

How did the process help you evaluate personal and family stressors and the ways to manage those stressors?

Stress Management L 47
TLI # 1 / Transparency/Handout

Breaking the Stress Cycle

1. **PHYSICAL TECHNIQUES**

   Example: Proper dieting, nutrition

2. **PSYCHOLOGICAL / MENTAL TECHNIQUES**

   Example: Imagining a situation in a positive way

3. **PROBLEM SOLVING AND/OR DECISION MAKING**

   Example: Evaluate alternatives

4. **INCREASE SELF-ESTEEM**

   Example: Assert self: stand up for own rights and needs

5. **RELATIONSHIP TECHNIQUES**

   Example: Plan for sufficient family communication time

Stress Reduction Through Communication

POSITIVE REINFORCERS

* You have the right to express yourself as long as you don't violate the rights of others.
* By standing up for your rights, you respect yourself and gain respect from others.
* By trying to govern your life so as to never hurt anyone, you end up hurting yourself as well as others.
* Sacrificing your rights often results in destroying or preventing relationships from forming.
* Not letting others know how you feel and what you think is a form of selfishness.
* When you do what you think is right for you, you feel better about yourself and develop more satisfying relationships with others.
* You have a right to expect courtesy and respect from others and a responsibility to give courtesy and respect to others.
* Sharing your true self is considerate and allows for the best in developing meaningful relationships.

COMMUNICATING MORE EFFECTIVELY

* Communication styles vary depending on who you are with, where you are, and what you are wanting to communicate.
* **Communication Styles:**

  Passive -- Allows others to take advantage. Gives the message, "I don't really count. My opinion doesn't matter."

  Aggressive -- Overpowers, degrades, or humiliates others. Gives the message, "I'm right and you are wrong!"

  Assertive -- Balances expressing him/herself freely while respecting the rights and feelings of others. Gives the message, "This is what I think and how I feel, but what you think and how you feel is equally important."
* Our present communication styles are not carved in stone -- they can change.

LEARNING MORE EFFECTIVE RESPONSES

The Ladder Technique:

Look at the desired outcome. What is the goal or purpose of the conversation? What do you hope to accomplish?

Arrange a convenient, non-threatening time and location to meet and to talk.

Define the situation clearly. Keep it simple and to the point! Don't make more of the situation than there is.

Describe your feelings. This may be the hardest part. Use "I" statements. "You" indicates blame.

Express your request simply and directly. What change is called for? Can you compromise? Are you equally willing to listen?

Reinforce cooperation of others. Thank them for listening. Use positive statements.

Stress Management L 49
TLI # 2 / Handout

Practical Problem Solving Think Sheet

1. Recognize the Problem

State the problem to be solved

List factors about the context of the problem that will influence the solution

Resources available: financial, material, human resources
Situational factors: rules or laws governing behavior, time, etc.

Identify desired outcomes for this problem

2. Evaluate Information Needed to Solve the Problem

List factual information about this problem

What information do I need to solve this problem?
Where can I get this information?
How do I know when I have enough information to solve it?

List value information about this problem

Consider core values that have become norms of ethical conduct: honesty, integrity, trustworthiness, loyalty, fairness, caring, respect, responsibility, pursuit of excellence, accountability

3. Analyze Choices and Consequences

Choices:	**Consequences for Self:**		**Consequences for Others:**	
	Positive	**Negative**	**Positive**	**Negative**

4. Select the Best Choice

Choice:

Does it meet my criteria for best choice?
Is it best for the well-being of self and others ... long-term?
Is it workable for the situation ... for reality?
Is it based on reliable, adequate information?

5. Outline a Plan for Action

Actions:	**Order in which to be done:**	**Completion Date:**

Resources and assistance needed to complete the actions:

Determine the barriers that might hinder you from taking action:

6. Note the Results of the Solution

Identify reasons why the solution was best for self and others

Do my actions reflect the decisions made?
Are my actions solving the original problem?
Are my intended actions achievable in this situation?
Are my actions ethical?
Do my actions enhance the well-being of myself and others?
Will my actions result in positive long-term consequences?
Would I take the same action again?
Do my actions reflect the best I can do in this situation?

List what you have learned from solving this problem

What have I learned?
How will I handle similar situations in the future?

Tips for Reducing Stress

Directions: In today's world most people can't avoid stress. They can learn to behave in ways that lessen the effects of stress. The following factors can help keep stress at a minimum. Read the list. Put an X beside the statements that apply to you.

____ 1. I get up fifteen minutes earlier in the morning so the typical rushing around and the short temperedness is not as likely to happen.

____ 2. I eat at least one hot, balanced meal a day.

___ 3. I write down my appointments so I don't have to keep so many details on my mind.

____ 4. I get 7 to 8 hours of sleep at least 4 nights a week.

____ 5. I give and receive affection regularly.

____ 6. I do not procrastinate. I do not put off till tomorrow what I can do today.

____ 7. I have at least one relative within 50 miles that I can rely on.

____ 8. Throughout the day I take short mini-breaks.

____ 9. I exercise to the point of perspiration at least twice a week.

____10. I limit myself to less than half a pack of cigarettes a day.

____11. I plan ahead by keeping an "emergency shelf" -- extra money, notebook paper, stamps, birthday presents and cards, etc.

____12. I take fewer than five alcoholic drinks a week.

____13. I am able to give in occasionally and give the other person a break.

____14. I am the correct weight for my height.

____15. I am always prepared to wait by taking a book to read or a notepad for writing.

____16. I have an income that meets my basic expenses.

____17. I try behavior rehearsal or "role playing" before going into important situations.

____18. I get strength from my spiritual beliefs.

____19. I am able to work off my anger in constructive ways.

_____20. I have a network of friends.

_____21. I surround myself with positive people.

_____22. I have more than one friend to confide in.

_____23. I change self-defeating thoughts and behaviors.

_____24. I am in good health.

_____25. I don't put it down, I put it away.

_____26. I regularly attend club or social activities; I schedule my recreation.

_____27. I am able to speak openly about my feelings.

_____28. I add a touch of care and concern to everything I do.

_____29. I regularly talk about problems at home with the people I live with.

_____30. I do something for fun at least once a week.

_____31. I am able to laugh at myself.

_____32. I am able to manage my time effectively.

_____33. I drink fewer than three cups of coffee or high caffeine soft drinks a day.

_____34. If I have a long list of things to do, I do the most difficult thing first.

_____35. I take some quiet time for myself during the day.

_____36. I am a positive thinker and use positive self talk with myself.

_____37. I am aware that support groups can help people work through a common problem.

_____38. I try to do one thing at a time.

_____39. I am assertive and able to stand up for myself.

_____40. I am aware that keeping a journal of stressful events can help me become aware of how I handle stress.

_____41. I am aware that picturing myself in a wonderful setting can be a temporary way to relieve stress.

Strategies for Reducing Stress

OUR PERCEPTIONS OF STRESS

* The first step toward lowering your stress level is to reduce the "threat" messages you send yourself.

* Why fight over every possible issue? Instead, ask yourself these questions:

1. Does a threat exist? ___ Yes ___ No
2. Is it worth a fight? ___ Yes ___ No
3. If I fight, will it make a difference? ___ Yes ___ No

If the answer to any of these questions is "no", then don't tense up for a fight.. Forget it, let the issue ride, and move on to something else that is important. Choose to save the adrenalin for a time when you need it.

* What happens when I overreact?

Stop and think of three recent situations when you spent $10 worth of adrenalin (time and energy) on a 10¢ problem.

1. ______________________________
2. ______________________________
3. ______________________________

How will others perceive me if I overreact?

* What's wrong with underreacting?

Think of three recent situations in which you spent $10 worth of adrenalin (time and energy) on a $100 problem.

1. ______________________________
2. ______________________________
3. ______________________________

* How will others perceive me if I underreact?

* The goal of managing our stress is to learn to use our stress energy intelligently by spending the amount of energy that's appropriate for the importance of the problem or the degree of the threat. Budget to spend 10¢ work of energy on a 10¢ problem, $10 on a $10 problem, and $100 on a $100 problem.

PHYSICAL ACTIVITIES AND EXERCISE

Experiment and discover your own favorite coping techniques. Borrow ideas from your friends and family, but make them your own.

Fill in the grid below with the physical activities that might help you when the stress level is running high.

ACTIVITIES

Fun, pleasureable, pleasant	Necessary
ACTIVE	
INACTIVE	

10 THINGS I LOVE TO DO

Fill in the grid below with the acitivites, hobbies, etc. that might help you when the stress level is running high.

	Costs money	With people or alone	Requires planning	Last did it within the past week/mo./year
Activity, hobby, etc.	$	P or A	X	W, M or Y

Worry Buster

Worries can take a toll on a person's self-esteem. Worry "drags" a person down mentally, emotionally, and physically. Too much worry can lead to stress which can also have a negative impact on self-esteem.

In the space below, write down everything you worry about. Include such things as personal health, family, career decisions, grades, school, part-time work responsibilities, household and family responsibilities, community or world issues, relationships, appearance concerns, and trivia.

It is important to **practice worrying wisely**, that is, expending energy on those issues which you can control and on those things that are important to you.

Survey your list of worries and transfer each worry to the appropriate pane of the **WORRY WINDOW.** Use the printed explanation in each pane to determine where to place each worry. The two main questions are: **Is this worry really important? Is this worry in my control?**

Important; Can Control	**Important; Can't Control**
Not Important; Can Control	**Not Important; Can't Control**

* If pane one is filled, reevaluate how important each worry actually is to you. Prioritize the worries in pane one from #1 being the most important worry down to the least important worry.

Take the time to develop a plan of action to handle the most important worries that you have control over.

Plan of Action:

1. Identify concerns
2. Set a goal
3. Form a plan of action:
    * Who
    * What
    * When
    * How
    * Why
    * Where
4. Act
5. Follow-up and evaluate

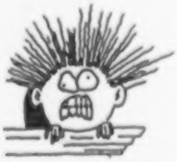
* If pane two is filled, how can you either gain more control of the worry and have it move to pane one or deciding to let the worry go because of having no control over it?

* If pane three is filled, recognize that these worries are neither important, nor in your control. It is a waste of time to worry about these worries. These are considered "5¢" worries/problems and should not be given "$5.00" worth of your time and energy. These worries should be crossed off of your list and wiped off of your mind. Which worries can be crossed off?

* Pane four is similar to pane three in that the worries are not important, thus should be crossed off of your list. Having or not having control over the worry has no effect on the importance of the worry.

* When you find yourself worrying about something, visually recall (or on a piece of paper) the Worry Window and "plug in" your worry to the appropriate pane. You can then respond appropriately with your time and energy.

Humor and Stress



Does humor relieve stress? Can you laugh your way to a less stressful life? Researchers have found that laughter and humor can play a role in reducing stress and maintaining health. Some studies suggest that laughter can be thought of as "internal jogging." When we laugh, the heart rate, respiratory activity, oxygen exchange, muscular activity, blood pressure, and body temperature all increase. After the laughter subsides, these physiological measurements sink below the previous level. And, the harder we laugh the greater they fall when we stop, so, we feel relaxed. Like jogging or other aerobic exercise, laughter helps to reduce the stress.

Today, many doctors agree that humor is one of the best stress-busters available. It's almost impossible to laugh and feel bad at the same time. If you are in a situation that you can't escape from or cannot change, humor may be the healthiest way of temporarily relieving the stress.

Humor relieves stress because it allows people to view a problem from a new perspective. Humor allows a person to step back from a situation and see its absurdities, to see things from a less serious viewpoint. For stress reduction, the trick is to find some way of laughing at a situation that might otherwise be troubling or overwhelming.

Short Thoughts on Humor and Laughter

- Laughter is the shortest distance between two people.
- Laughter, more than anything else, distinguishes good relationships. We like people who make us laugh. In business it puts people at ease and makes them more approachable. In families it does the same thing.
- The effects of stress on you is largely determined by what's between your ears -- your state of mind -- rather than what's going on outside of you.
- One of the healthiest kinds of laughter is to laugh at your own weaknesses, excesses, frustrations and embarrassments. It signals our ability to survive the setbacks by seeing ourselves as part of the human comedy.
- There is no right way to be funny, no prescription for how much laughter we should have in our lives. However, we can keep in mind that seeing the funny side of challenges and difficult situations can reduce the pressures of our own expectations and the circumstances of our lives.
- The positive side of humor is different from ignoring problems by laughing them off. Healthy humor relaxes people enough to be able to talk about the problems they need to talk about.

HUMOR BOOSTERS

- Keep a humor first aid kit. Fill it with items that will make you laugh when you need a lift: audiotape of your favorite comedian, funny memo pads, cartoon books.
- Keep a silly scrapbook. Gather favorite cartoons, humorous anecdotes, etc.
- Take a humor break. Take five minutes and tell yourself, "Nothing is all that serious." Visit a toy store, talk to a child, read the comics, flip through your silly scrapbook.
- Spend time with good-natured people. Get together with friends who see the bright side of things and focus on positive solutions.
- Put a humorous conversation piece on your desk.
- Appoint one person for a week to be Vice-President of Mirth. Person posts notes, humorous items, etc.
- Put cartoons on water fountains, bulletin boards, etc.
- Make some humorous memo pads and use them.
- Do the unexpected. Set the table with fine china and put a new sneaker in the center for the centerpiece.
- If sending a letter, put a cartoon in with it.
- Put a humorous item on the agenda for a meeting.
- Have a "pity pot" and toss your troubles in and laugh.
- Learn a joke a week and share it with others.

URGENCY BREAKERS

- "Some days you're the bug; some days you're the windshield."
- "You win some, you lose some."
- "Are we having fun yet?"
- "Some days the dragon wins."
- "I've got one nerve left. How did you find it?"
- "The only light at the end of the tunnel is a train coming the other way."
- "I can't believe I really did that!"
- "Into every life there is a little rain. Let's not make it into a thunderstorm."
- "If your cup runneth over, just get yourself another cup."
- "If at first you don't succeed, you are running about average."
- "I made this mistake just to prove that I wasn't a perfectionist."
- "Don't you wish speeches came with delete buttons?"
- "Life is hard; then you die."
- "How did I destroy your morning?"
- "Thanks, I needed that." (after a putdown)

DAILY EXERCISES FOR THE NON-ATHLETIC TYPE

Making the rounds is a calorie guide citing a recent medical association report: "Proper weight control and physical fitness cannot be attained by dieting alone." The following is a guide to typical calorie burning activities that are commonly a part of sedentary occupation. Can you identify your favorites?

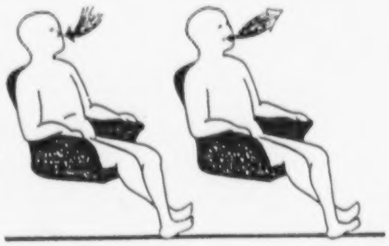
	CALORIES PER HOUR
BEATING AROUND THE BUSH	25
JUMPING TO CONCLUSIONS	35
CLIMBING THE WALLS	40
SWALLOWING YOUR PRIDE	10
PASSING THE BUCK	15
THROWING YOUR WEIGHT AROUND (depending on your weight)	15-20
DRAGGING YOUR HEELS	20
PUSHING YOUR LUCK	25
MAKING MOUNTAINS OUR OF MOLEHILLS	45
BENDING OVER BACKWARDS	30
WADING THROUGH PAPERWORK	25
BALANCING THE BOOKS	25
TOOTING YOUR OWN HORN	30
CLIMBING THE LADDER OF SUCCESS	30
OPENING A CAN OF WORMS	20

"SYMPTOMS, STRATEGIES, AND SOLUTIONS FOR STRESS", Urv Dickman and Associates, A Professor

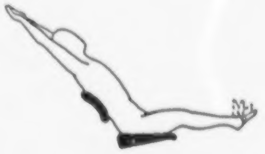
Building Breaks Into Your Day

Few people can maintain a high energy level throughout the day without stopping from time to time. There are usually many times throughout the day when you can counteract some of the tension and strain that build up while you attend school or work. You don't want to consume your workday/school day with breaks or excessively interrupt the flow of your work/studying. However, you do want to use "energy breaks" to refresh your body, relieve tension and fatigue, and improve your comfort and productivity.

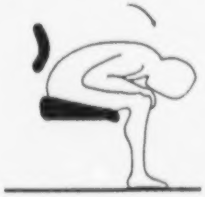
1. **Deep Breathing**
   Follow these easy steps:
   - Sit in a chair or stand comfortably, but erect.
   - Place the palms of your hands against your stomach.
   - Breathe in slowly through your nose, but allowing your stomach to expand forward against your hands
   - Hold this deep breath for a few seconds.
   - Slowly exhale through your mouth, slightly pursing your lips together and feel tension draining away.
   - When you have exhaled as much as you can, repeat the technique.



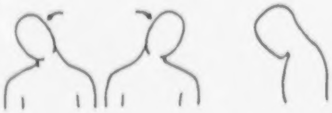
2. **Body Stretch**
   Stretch your body from head to toe, stretching those less frequently used muscles. You can stretch your leg muscles by straightening your legs and moving your ankles and feet. Stretch your arms upwards above your head.



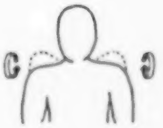
3. **Back Muscle Stretch**
   Push your chair away from the work surface, or stand away from your work station. Bend over and stretch your back muscles. Hold for five seconds and then relax.



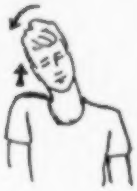
4. **Head Tilt/Neck Stretch**
   Tilt your head to the right and hold. Tilt your head to the left and hold. Then, tilt your head toward your chest and hold. (Do not tilt your head backward as a part of this exercise -- it compresses the vertebrae.)



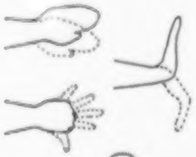
5. **Shoulder Rolls**
Shrug your shoulders up toward your ears or roll your shoulders backward and forward in a circular motion.



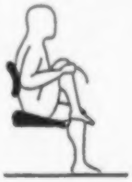
6. **Shoulder Lifts**
Raise right shoulder while simultaneously tilting your head slowly to the right. Your right ear and right shoulder will move toward each other. Repeat with left side.



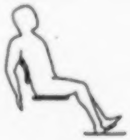
7. **Hand Stretches**
If you do considerable amount of work with your hands on a keyboard, typewriter, calculator, or telephone, you may need to frequently exercise and stretch your fingers, hands, wrists and forearms.



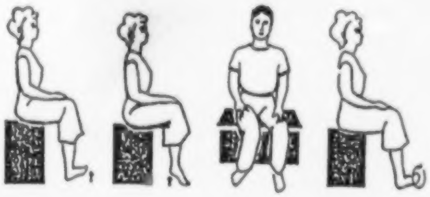
8. **Knee Chest Pull**
Sit and pull one knee toward your chest. Hold it for five seconds. Do the same for the other knee.



9. **Front/Back Stretch**
While standing or sitting, put your hands out to the front and push. Then, reach your hands to the back and try to touch hands together.



10. **Flexible Feet**
Lift the forward part (toes and ball) of the foot. Keep the heel on the floor Then, keeping the forward part of the foot on the floor, lift the heel of the foot. Lift the inside edge, then the outside edge of the foot. Lift the forward part of the foot and rotate in a clockwise circular movement. Then change directions.



11. **Flexibility Twist**
While in a standing or a sitting position, place your feet on the floor about one foot apart. Rotate slowly to the right as far as is comfortable. Return to the starting position, then twist as far to the left as possible. Head and eyes should turn with the upper body.